DOCUMENT RESUME

ED 211 564 TM 810 830

TITLE Parent-Teacher Guide to Portland Achievement Level Tests 1981-'82.
INSTITUTION Northwest Evaluation Association, Oreg.; Portland Public Schools, Oreg.
PUB DATE 81
NOTE 188p.

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Achievement Tests; Basic Skills; Elementary Education; *Language Arts; *Mathematics Achievement; Parent Teacher Conferences; Reading Achievement; Scores; *Test Interpretation
IDENTIFIERS *Portland School District OR

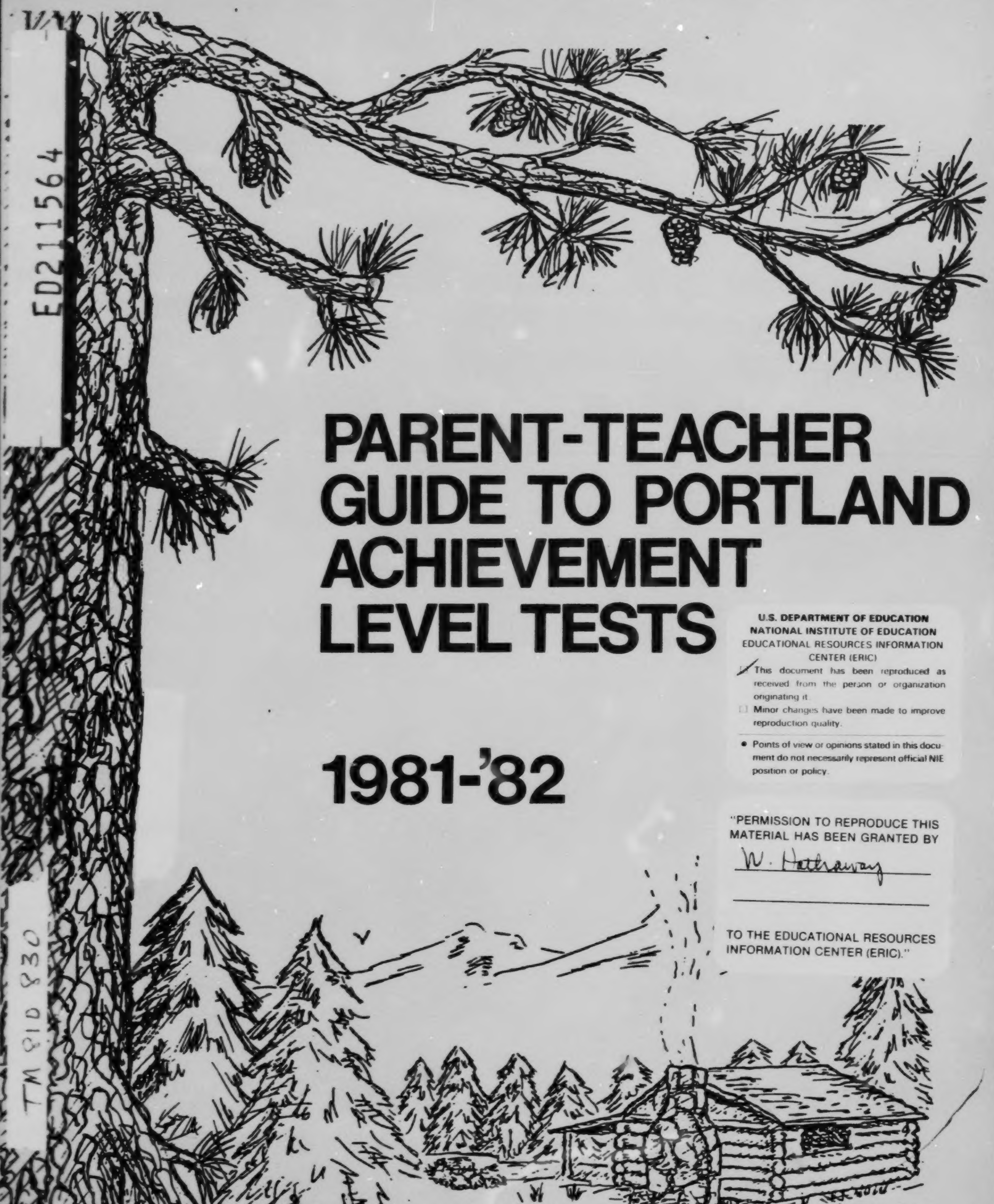
ABSTRACT

In 1977, the Portland School District introduced a locally developed achievement testing program for Grades 3 through 8 in reading and mathematics. In 1979, language arts tests were added. These three test series comprise the Portland Achievement Levels Testing Program. The new tests were created by district personnel to measure student achievement based on the curriculum taught in Portland Public Schools. The first step in developing these tests was to define goals of the Portland curriculum from Grades 3 through 8 in reading, math and language arts. Next, test items were developed to measure the goals. The difficulty level of each item was determined through field testing. A single curriculum scale (Grades 3-8) was subdivided into smaller segments, and short tests were developed. These short tests give scores that can be compared as if they were simply portions of one long test. One of the advantages of the testing program is that students are tested at their functional level: this helps ensure that the test will measure the students' achievement levels accurately. The Achievement Levels Tests help determine how well students are progressing toward important basic skills learning goals. (Author/GK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED211564

TM 810 830



PARENT-TEACHER GUIDE TO PORTLAND ACHIEVEMENT LEVEL TESTS

1981-'82

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

W. Hathaway

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

© Test copyright, 1981, Portland Public Schools. All rights reserved.
© Items copyright, 1981, Northwest Evaluation Association. All rights reserved.

PARENT-TEACHER GUIDE
to
PORTLAND ACHIEVEMENT LEVEL TESTS

Table of Contents

Introduction iii

Overview iv

Explanation of Test Scores v

Interpretation of Test Scores vi

Table 1: Portland Achievement Level Test Average Scores vi

Table 2: Downward Extensions of Portland Graduation Standards for Grades 3 through 8 vii

Using the Parent-Teacher Conference Report viii

Parent-Teacher Conference Report (Facsimile) ix

Test Descriptions 1-180

Reading Goals 1

Reading -- Primary Series 7

Reading Level Tests 17

Language Usage Goals 35

Language Usage -- Primary Series 39

Language Usage Level Tests 48

Math Goals, Notes on Test Series Organization and Vocabulary 71

Math -- Primary Series 80

Math, Series A or C 100

Math, Series B or D 135

INTRODUCTION

To the Teacher

This guide is intended for use in parent-teacher conferences. It was developed to help you interpret student performance on Portland Achievement Levels Tests to parents. The main part of the guide presents the goals and subgoals measured by the Levels Tests, together with sample test items.

You can help parents understand their child's performance on the Levels Tests by explaining a few points about the testing program. The following pages have been included for that purpose:

- A brief overview of the testing program and its uses.
- Explanation of test scores.
- Interpretation of test scores.
- Using the Parent-Teacher Conference Report.

OVERVIEW

In Fall, 1977, the Portland School District introduced a locally developed achievement testing program for Grades 3 through 8 in reading and mathematics. In Spring, 1979, language arts tests were added. Together, these three test series comprise the Portland Achievement Levels Testing Program. The new tests were created by District personnel to measure student achievement based on the curriculum taught in Portland Public Schools.

The first step in developing these tests was to define goals of the Portland curriculum from Grades 3 through 8 in reading, math and language arts. These processes involved curriculum, evaluation and school staff. Next, test items were developed to measure the goals. The difficulty level of each item was determined through field testing, and the levels for all items established a long scale that covered the curriculum from Grades 3 through 8.

The single curriculum scale was subdivided into smaller segments, and short tests were developed. These short tests give scores that can be compared as if they were simply portions of one long test. For example, it takes seven short tests to cover the entire reading curriculum in Portland from Grades 3 through 8.

One of the advantages of the testing program is that students are tested at their functional level: in a test that is neither too easy nor too difficult. This helps ensure that the test will measure the students' achievement levels accurately.

The Achievement Levels Tests help us determine how well students are progressing toward important basic skills learning goals. Reports to teachers, administrators and parents help us detect learning problems, evaluate the success of instructional programs, and chart students' progress toward Graduation Standards--the levels of basic skills competency needed to graduate from a Portland high school.

For more complete information about the testing program's development and design, see the General Orientation Manual for the Portland Achievement Level Tests (under revision Fall 1981).

EXPLANATION OF TEST SCORES

The purpose of an achievement survey test is to give an estimate of student achievement in subjects like reading, math, and language usage. The estimate of student achievement is reported as a test score. An important point to remember is that a test score is an estimate of student achievement level and that it really represents a range rather than an absolute point. Test scores, like measures of height or weight, are subject to error, and should be interpreted plus or minus some error allowance.

There are many types of test scores used to give estimates of student achievement. The Portland Achievement Levels Tests use two scores: the P-score and the RIT score.

The P-score (Portland score) is a standard score used in Portland. The average score is 50 and scores range from below 30 to above 80. A P-score shows how a student is performing in relation to all Portland students at the same grade level. A student's P-score that remains about the same over the years indicates steady progress. It means that the student is at the same relative position with respect to other students at that grade level.

The RIT (Rasch Unit) achievement score is based on an equal-interval scale, a scale where the distance between two consecutive numbers is the same anywhere on the scale. The scale ranges from 140 to 260 and the average RIT score increases from grade to grade. A RIT score shows how a student is progressing in the Portland curriculum from Grade 3 through 8. A consistent increase in RIT scores from one grade to another indicates steady progress. Likewise, the mean (average) RIT scores of a class of grade-level group will increase from year to year as students master more and more difficult skills.

For more detailed information about test scores, see Interpretation of Achievement Level Test Reports, which accompanies class reports of student test performance.

INTERPRETATION OF TEST SCORES

Two tables are provided to help you interpret RIT scores to parents. Table 1 gives the fall and spring city-wide average RIT scores. This table is useful in determining where a student stands in the Portland curriculum from Grade 3 through 8. This is done by comparing a student's RIT score in a given subject with the grade level mean. For example, if a 6th grade student's fall reading score was 215, it would indicate that the student was further in the Portland curriculum than most 6th grade students and is closer to the end-of-7th grade average achievement.

TABLE 1

Portland Achievement Level Test Average Scores
(Revised Fall 1981)

		READING	LANGUAGE USAGE	MATHEMATICS
3rd	Fall	181		179
	Spring	192	193	190
4th	Fall	193		192
	Spring	200	200	202
5th	Fall	201		202
	Spring	206	205	209
6th	Fall	207		209
	Spring	212	210	215
7th	Fall	212		215
	Spring	216	212	220
8th	Fall	217		221
	Spring	221	216	225

NOTE: Fall Language Usage averages are expected to be higher in 1981 than in previous years, since there were significant increases in Spring 1981 averages. You will be supplied with current grade level averages as soon as they can be calculated after Fall 1981 testing and before Parent Conferences, if possible. You may then fill in the blanks for Fall Language Usage averages in Table 1.

Portland's Graduation Standards for minimum competence in basic skills equal average ninth grade performance on a nationally standardized test. Although the standards are fairly high, many Portland students meet them by the eighth grade.

Table 2 gives information which can help you track a student's progress toward competency certification. The Downward Extensions of Graduation Standards are RIT scores above which students are probably "on track" toward competency certification by spring eighth grade, if the same rate of growth is maintained.

TABLE 2

Downward Extensions of Portland Graduation Standards for Grades 3 through 8
(Revised Fall 1981)

GRADE		READING	LANGUAGE USAGE	MATHEMATICS
3	Fall	171	182	173
	Spring	182	185	184
4	Fall	184	188	186
	Spring	191	192	195
5	Fall	191	194	196
	Spring	197	197	203
6	Fall	197	197	203
	Spring	202	199	209
7	Fall	202	201	209
	Spring	206	202	213
8	Fall	207	203	215
	Spring	211	205	221
9		*212	*205	*222

For example, if a 6th grade student's fall reading score was 188, it indicates the student was below the downward extension of the minimum graduation standards, and may not reach that standard by entrance into high school. If a student, on the other hand, received a 6th grade fall reading score of 204, it would be above the downward extension of the graduation standard and indicate that if the same rate of growth is maintained, no trouble should be experienced in reaching minimum competency standards by entrance into high school.

USING THE PARENT-TEACHER CONFERENCE REPORT

You will receive Parent-Teacher Conference Report forms like the sample on page ix. It is intended to guide your discussion of a student's test performance or basic skills progress, and can be given to parents for their records at the end of the conference.

You will notice that in addition to the RIT and P-scores, the reports tell what TEST LEVEL was taken in each subject and the goals needing more work. The TEST LEVEL is important because you can locate the test level in this guide and show parents the goals, subgoals, and sample items for that test. If the student has any goals needing more work, you can highlight these goals for the parents and make appropriate suggestions.

For example, if a student took Reading Test Level 5, turn to pages 25-26 to show parents the goals, subgoals and sample items for Level 5. (You can point out the same major goals are measured at most or all levels, but that items and subgoals increase in difficulty from level to level.) If a student has goals 1 and 3 marked as needing more work, you can emphasize these goals with the parents so the goals may be worked on at home.

The guide is divided into color-coded sections: yellow is for Reading, green for Language Usage and pink for Mathematics. TEST LEVEL numbers appear in the upper page corners, and page numbers at the bottom. Note that asterisks mark the subgoals to which sample items are most directly related.

PORTLAND PARENT-TEACHER CONFERENCE REPORT

ACHIEVEMENT LEVEL TEST RESULTS

SCHOOL – GRADE –
NAME – ID –

	LU	READ	MATH
TEST LEVEL			
RIT SCORE			
GRADE AVERAGE			
P-SCORE			
GOALS NEEDING MORE WORK:			

Explanation of Test Score Information:

TEST LEVEL:	The number of the test level taken in each of the three subjects.
RIT SCORE:	The score showing progress on the grade to grade growth scale (ranging from 140 to 260). The RIT score increases from grade to grade.
GRADE AVERAGE:	The average city wide RIT score for the student's grade level.
P-SCORE:	The score showing the student's standing compared to other Portland students in the same grade. (The average score is 50 and most scores are between 30 and 70.) In addition to the P-score, there is a description of the student's performance compared to all students in the same grade. The categories used are: Very High; High; High Average; Average; Low Average; Low; and Very Low.
GOALS NEEDING MORE WORK:	Numbers identifying the goals on which the student is low. (See the Parent-Teacher Guide for the actual goal statements and examples of typical test items for each goal.) The goals for the Language Usage, Reading, and Mathematics tests are listed on the back of this report.

COMMENTS:

LANGUAGE GOALS:

1. The student can recognize and use fundamental sentence and paragraph structure.
2. The student can use basic grammar correctly.
3. The student can punctuate correctly.
4. The student can capitalize correctly.
5. The student can spell correctly.
6. The student can write with coherence, clarity, economy, and consistency.

READING GOALS:

1. The student can interpret meanings of commonly used words.
2. The student can comprehend the literal meaning or explicit content of written materials.
3. The student can interpret implied and related meanings from the content and presentation of written materials.
4. The student can evaluate the intent, validity and worth of written materials.

MATH GOALS:

1. The student can add whole numbers.
2. The student can substract whole numbers.
3. The student can multiply whole numbers.
4. The student can divide whole numbers.
5. The student can order, compare, rename and represent whole numbers.
6. The student can order, compare, rename and represent functional numbers (fractions, decimals and percents).
7. The student can compute with fractions.
8. The student can compute with decimals and percents.
9. The student can use knowledge of geometry.
10. The student can use knowledge of measurement.
11. The student can interpret and use graphs, statistics and probability.
12. The student can solve story (word) problems.
13. The student can use the strategies and processes of problem solving.

Portland Achievement Level Tests

READING GOALS

The Reading Achievement Level Tests measure student attainment of four major goals:

1. Word meaning: The student can interpret meanings of commonly used words.
2. Literal comprehension: The student can comprehend the literal meanings or explicit content of written materials.
3. Interpretive comprehension: The student can interpret implied and related meanings from the content and presentation of written materials.
4. Evaluative comprehension: The student can evaluate the intent, validity and worth of written materials.

Goal attainment is measured by sampling student performance on sub-goals. The sub-goals also serve to describe the "domain" of each major goal. That is, they tell what learnings make up the more general ability stated in the goal. The sub-goals are listed on the following pages, with explanatory notes.

Portland Achievement Level Tests

READING GOALS

Goals and Subgoals	Notes
Goal 1. WORD MEANING The student can interpret meanings of commonly used words.	This goal deals with the growth of a student's functional reading vocabulary: the store of words whose meanings the the child knows or can figure out, when encountered in silent independent reading.
Subgoals:	
1. Use context clues: The student can use context clues to help determine the meaning of words.	The focus is on figuring out what a word probably means, whether or not its pronunciation is known. The "context" may be a sentence, or paragraph, or illustrated passage.
2. Use synonyms, antonyms, homonyms: The student can use synonyms, antonyms and homonyms to increase reading vocabulary and make meaning more precise.	The terms "synonym," "antonym" and "homonym" are not used in lower level items. However, students at every level identify meanings of words by relating them to other words with similar or or opposite meanings.
3. Use component structures: The student can use component structures (such as root words, prefixes, suffixes and compound parts) to help determine word meanings and functions.	This skill is also known as "structural analysis."
4. Interpret multiple meanings: The student can recognize and interpret multiple meanings or uses of the same word.	The focus here is on words the student probably recognizes, and the different meanings or definitions those words can have, used in various ways.
Goal 2. LITERAL COMPREHENSION The student can comprehend the literal meanings or explicit content of written materials.	This is the simplest and most basic sort of reading comprehension: knowing what a a passage says.
Subgoals:	
1. Recall details: The student can correctly recall details or facts given in materials read.	This means remembering specific items from recently-read materials.

Reading Goals and Subgoals (cont.)	Notes
2. Interpret directions: The student can interpret written directions.	Directions may be for doing a task, completing a form, or finding a location.
3. Sequence details: The student can sequence details, directions or events.	The "sequence" may be chronological, spatial, logical, or in the order presented in the text.
4. Classify facts: The student can classify facts, details, ideas or words.	Classification skills include both: 1) the ability to sort or group things by their similarities and differences; 2) the ability to identify something as a member of a well-defined category. Items involving both kinds of classification are included in the tests.
5. Recall stated main idea: The student can recall main ideas stated in materials read.	This may involve such skills as distinguishing main ideas from supporting details, and recognizing a correct restatement of a topic sentence.
Goal 3. INTERPRETIVE COMPREHENSION The student can interpret implied and related meanings from the content and presentation of written materials.	Interpretation is a more sophisticated sort of comprehension: understanding what writing conveys, and being able to expand on, relate, or condense meanings.
Subgoals:	
1. Draw Inferences: The student can draw valid inferences from and about written materials.	Inference can involve reasoning (deductively or inductively) from explicit factual content: figuring out what else would be true of a subject, if the information given about it is correct. Drawing an inference can also mean just comprehending something an author chose to convey or reveal or imply, rather than to state directly. The "something" might be: information about story characters that's revealed in their conversations and actions; impressions or moods conveyed through figurative language or the arrangement of contrasting details; attitudes or opinions implied through satire or innuendo, etc.

Reading Goals and Subgoals (cont.)	Notes
	A third sort of inference is about the author's purpose or intent -- to inform, to persuade, to entertain, etc. -- as indicated by the style, tone and content of the writing.
2. Recognize cause-effect relationships: The student can recognize cause-effect relationships described or implied in written materials.	Causation is often described using such words as "because", "since", "therefore", etc. It may be implied by arrangement of details, word connotations, satire, or other means.
3. Predict events: The student can predict further events or outcomes of situations described or implied in written materials.	This involves figuring out "what will probably happen?" based on information given.
4. Summarize, synthesize: The student can summarize meanings stated and conveyed in written materials, and synthesize meanings from ideas and details presented.	This involves pulling together stated and unstated meanings, into an understanding of the important points or purposes of what was read. It also may mean recognizing an adequate summary or or statement of a main idea that is not directly stated in the passage itself.
Goal 4. EVALUATIVE COMPREHENSION The student can evaluate the intent, validity and worth of written materials.	Evaluative comprehension involves reasoning, criticism, and judgment and is important in consumer, producer and citizenship roles.
Subgoals:	
1. Distinguish fact and opinion: The student can distinguish fact from opinion in written materials.	This means, mainly, being able to distinguish what's stated as fact from what's stated as personal opinion, belief or value judgment.
2. Recognize elements of persuasion, evaluate accuracy/merit: The student can recognize elements of persuasion in written materials, and evaluate the accuracy and merit of persuasive writing.	This includes: 1) recognition of an author's intent to persuade, whether overt or implied; 2) recognition of persuasive techniques commonly used in advertising; 3) analysis and evaluation of supporting arguments, data and rationales.

Reading Goals and Subgoals (cont.)	Notes
3. Evaluate internal and external validity: The student can evaluate the internal and external validity of written materials.	Internal validity has to do with consistency: of a work's style, tone, etc. throughout; of main ideas with supporting details; of characterizations with the character's behavior; of an author's stated purpose with the content or style of the work itself, etc. External validation may involve checking an author's qualifications or sources for credibility, a work's copyright date(s) for currency, etc. It may also mean comparing a work to relevant personal knowledge or tastes, or to other comparable works, to check for overall believability or literary integrity.
4. Evaluate conclusions, resolutions: The student can evaluate the appropriateness of conclusions and resolutions to the written materials from which they are drawn.	This may involve: 1) evaluating how well a problem or conflict is resolved in the plot of a story; or 2) assessing the logical validity and consistency of conclusions one might draw about a subject, author, or work.
5. Detect bias, underlying assumptions: The student can detect biases and assumptions underlying the content or presentation of written materials.	The focus here is on detecting personal and institutional attitudes, beliefs, value positions, vested interests, etc. which authors may not have intended to communicate, but which would account for some characteristic of a work's content, style or development.

READING - Primary Series

Level 001: RIT Range 150-170

Goal 1: WORD MEANING

The student can interpret meanings of commonly used words.

Subgoals tested:

- * Use context clues
- . Use synonyms, antonyms, homonyms
- . Use component structures (roots, affixes, etc.)
- . Interpret multiple meanings

Sample Item

Read this.

I like to sleep on the cot.

What is a cot?

1. a bed ________
2. a cup ________
3. a pig ________
4. a store ______

- -

Goal 2: LITERAL COMPREHENSION

The student can comprehend the literal meanings or explicit content of written materials.

Subgoals tested:

- * Recall details
- . Sequence details
- . Classify facts, details, words, ideas
- . Recall stated main idea

Sample Item

Read the story.

Mary found the cookbook.

She read it to Sam.

Sam made cookies.

Mother saw them.

Who read the cookbook?

1. Sam ________
2. Mary _______
3. Mother _____
4. Dad ________

Reading - Primary Series
Level 001: RIT Range 150-170
Continued

Goal 3: INTERPRETIVE COMPREHENSION

The student can interpret implied and related meanings from the content of written materials.

Subgoals tested:

- * Draw inferences
- . Recognize cause-effect relationships
- . Predict events

Sample Item

Read the story.

The girl is my sister.

The boy is my brother.

The girl is playing ball.

The boy is watching TV.

Who is playing ball?

1. my TV ________
2. my boys ________
3. my sister _____
4. my brother ____

Goal 4: EVALUATIVE COMPREHENSION

The student can evaluate the intent, validity and worth of written materials.

Subgoal tested:

- * Distinguish fact from opinion

Sample Item

Read the story.

Ann is in the house.

Bobby says Ann is not in the house.

Where is Ann?

1. here ________________
2. in the store ________
3. in the house ________
4. not in the house ____

READING - Primary Series

Level 002: RIT Range 161-180

Goal 1: WORD MEANING

The student can interpret meanings of commonly used words.

Subgoals tested:

- Use context clues
- Use synonyms, antonyms, homonyms
- Use component structures (roots, affixes, etc.)
* Interpret multiple meanings

Sample Item

Read the sentence.

Sue rows a boat.

In this sentence the word row means

1. sits in____________________
2. fights____________________
3. puts things in a line_______
4. makes the boat move_________

- -

Goal 2: LITERAL COMPREHENSION

The student can comprehend the literal meanings or explicit content of written materials.

Subgoals tested:

* Recall details
- Sequence details
- Classify facts, details, words, ideas
- Recall stated main idea

Sample Item

Read the story.

Jan and Tom went to a dog show after school with their mother. They saw many dogs. Two little dogs walked on their back legs and pushed a doll buggy. A big dog jumped through a hoop.

When did Jan and Tom go to the show?

1. tomorrow____________
2. after school________
3. before school_______
4. in the morning______

Goal 3: INTERPRETIVE COMPREHENSION

The student can interpret implied and related meanings from the content of written materials.

Subgoals tested:

* Draw inferences
. Predict events
. Summarize, synthesize

Sample Item

Read the story.

Mother is getting ready for Karen's surprise tomorrow. She had baked a cake and invited Karen's friends. Now she needs seven candles for the cake.

Tomorrow will be

1. Karen's first day of school.________
2. Karen's seventh birthday.___________
3. A good day to work in the yard._____
4. Mother's birthday.__________________

- -

Goal 4: EVALUATIVE COMPREHENSION

The student can evaluate the intent, validity and worth of written materials.

Subgoal tested:

* Distinguish fact from opinion

Sample Item

Read the sentences.

I see Diane running home.

I see Kay running behind her.

What do I know for sure about them?

1. Kay is Diane's little sister.
2. Kay is chasing Diane away.
3. Diane and Kay are running.
4. Diane and Kay had a fight.

READING - Primary Series

Level 003: RIT Range 171-190

Goal 1: WORD MEANING

The student can interpret meanings of commonly used words.

Subgoals tested:

- Use context clues
- Use synonyms, antonyms, homonyms
- Use component structures (roots, affixes, etc.)
- * Interpret multiple meanings

Sample Item

Read the sentence.

> The point of my pen is broken

In this sentence the word point means:

1. show with your hand
2. tip or end
3. finger of land
4. purpose

Goal 2: LITERAL COMPREHENSION

The student can comprehend the literal meanings or explicit content of written materials.

Subgoals tested:

- Recall details
- * Interpret directions
- * Sequence details
- Classify facts, details, words, ideas
- Recall stated main idea

Sample Item

Read the story.

> Ken lives near Amy. To get to the party at her house, Ken asked Amy for directions. Amy told him, "Go two blocks west, go two blocks south, then go one block east. I live in the blue house."

After walking two blocks west, which direction should Ken go next?

1. south
2. west
3. east
4. north

Goal 3: INTERPRETIVE COMPREHENSION

The student can interpret implied and related meanings from the content of written materials.

Subgoals tested:

* Draw inferences
. Predict events
. Summarize, synthesize

Sample Item

Read the story.

The wind pushed the boat farther and farther out to sea. It started to rain and the fog grew thick. Ted and his father were lost at sea.

What could help Ted and his father now?

1. thicker fog________________
2. a television________________
3. some fishing poles__________
4. Someone to rescue them______

- -

Goal 4: EVALUATIVE COMPREHENSION

The student can evaluate the intent, validity and worth of written materials.

Subgoals tested:

. Distinguish fact from opinion
* Recognize elements of persuasion,
evaluate accuracy/merit

Sample Item

To which of the five senses does this set of words appeal?

velvety, smooth, slick, rough

1. taste_______________
2. touch_______________
3. sight_______________
4. hearing_____________

READING - Primary Series

Level 004: RIT Range 181-200

Goal 1: WORD MEANING

The student can interpret meanings of commonly used words.

Subgoals tested:

- Use context clues
- Use synonyms, antonyms, homonyms
- Use component structures (roots, affixes, etc.)
* Interpret multiple meanings

Sample Item

Read the sentence.

> In fall the leaves on the trees turn red and gold.

What does fall mean in the sentence?

1. to drop
2. to trip
3. spring
4. autumn

Goal 2: LITERAL COMPREHENSION

The student can comprehend the literal meanings or explicit content of written materials.

Subgoals tested:

- Recall details
- Interpret directions
- Sequence details
- Classify facts, details, words, ideas
* Recall stated main idea

Sample Item

Read the story.

> A healthy garden needs more than just plants and a good gardener. The animal kingdom has many helpers for the gardener. Ladybugs eat the small bugs that feed on plant leaves and stems. Birds and garter snakes also live on insects harmful to plants. Earthworms keep the soil loose and moist for root growth. Honeybees looking for nectar help pollinate some plants, resulting in the production of flowers and fruit.

Choose the main idea of the paragraph.

1. Garter snakes eat harmful insects in the garden.
2. There are many insects that are harmful to garden plants.
3. Some animals and insects are helpful in the garden.
4. Flowers are not produced without honeybees.

Goal 3: INTERPRETIVE COMPREHENSION

The student can interpret implied and related meanings from the content of written materials.

Subgoals tested:

- * Draw inferences
- . Predict events
- . Summarize, synthesize

Sample Item

Read the story.

> Ann, Kathy and David enjoy dancing. They all dance skillfully. Kathy and David dance less well than Ann. Kathy dances better than David.

Who dances the best?

1. all the same________
2. Ann________________
3. David______________
4. Kathy______________

- -

Goal 4: EVALUATIVE COMPREHENSION

The student can evaluate the intent, validity and worth of written materials.

Subgoals tested:

- * Distinguish fact from opinion
- . Recognize elements of persuasion, evaluate accuracy/merit

Sample Item

Which of the following statements is a fact?

1. Mr. Martin is the best teacher I have ever had.
2. It is too cold and rainy to play soccer.
3. Portland is the largest city in Oregon.
4. Siamese cats make the best family pets.

READING - Primary Series

Level 005: RIT Range 191-211

Goal 1: WORD MEANING

The student can interpret meanings of commonly used words.

Subgoals tested:

. Use context clues
. Use synonyms, antonyms, homonyms
. Use component structures (roots, affixes, etc.)
* Interpret multiple meanings

Sample Item

Choose the meaning of the underlined word as it is used in the sentence below.

> The first step is to identify the problem.

1. lifting one foot and putting it down in another spot
2. one of a series of actions to be taken
3. one stair
4. to put the weight of the foot on something

- -

Goal 2: LITERAL COMPREHENSION

The student can comprehend the literal meanings or explicit content of written materials.

Subgoals tested:

. Recall details
. Interpret directions
* Sequence details
. Classify facts, details, words, ideas
. Recall stated main idea

Sample Item

Read the following.

> **The Shipwreck**
>
> A. The passengers ran for the lifeboats.
> B. The ship set out for China on a beautiful summer's day.
> C. A passing ship spotted their S.O.S. signals and picked them up.
> D. On the fourth day, when the ship was surrounded by a blanket of fog, it seemed to explode.

When you place these events in correct order, which one is second?

1. A______ 3. C______
2. B______ 4. D______

Goal 3: INTERPRETIVE COMPREHENSION

The student can interpret implied and related meanings from the content of written materials.

Subgoals tested:

- . Draw inferences
- * Summarize, synthesize

Sample Item

Read the paragraph.

> The genet is a small cat found in southern Europe and eastern Africa. The genet hunts only at night and likes to eat small birds. Its color is gray, and a wise-looking face tells you it's always planning something.

Which title tells the main idea of this paragraph?

1. A Different Kind of Cat_________
2. Why Genets Hunt at Night________
3. Animals of Africa_______________
4. What Genets Eat_________________

- -

Goal 4: EVALUATIVE COMPREHENSION

The student can evaluate the intent, validity and worth of written materials.

Subgoals tested:

- * Distinguish fact from opinion
- . Recognize elements of persuasion, evaluate accuracy/merit
- . Evaluate conclusions/resolutions
- . Detect bias, underlying assumptions

Sample Item

Which sentence is an opinion?

1. Everyone likes to go to the beach.
2. Some beaches are sandy.
3. There are rocky beaches on the Oregon coast.
4. Many people go to the beach on weekends.

READING

Level 1: RIT Range 154-177

Goal 1: WORD MEANING

The student can interpret meanings of commonly used words.

Subgoals tested:

- Use context clues
- Use synonyms, antonyms, homonyms
- * Use component structures (roots, affixes, etc.)
- Interpret multiple meanings

Sample Item

Choose the missing prefix.

Not kind means ____kind.

1. un
2. dis
3. in
4. re

Goal 2: LITERAL COMPREHENSION

The student can comprehend the literal meanings or explicit content of written materials.

Subgoals tested:

- Recall details
- Interpret directions
- * Sequence details
- Classify facts, details, words, ideas
- Recall stated main idea

Sample Item

Read the story.

> Sam came to my house. Then Nancy came with her bat and ball. I called Susan on the phone. When she got there, we had a game.

- Who came last?

1. Nancy
2. Sam
3. Susan
4. me

Goal 3: INTERPRETIVE COMPREHENSION

The student can interpret implied and related meanings from the content of written materials.

Subgoals tested:

. Draw inferences
. Recognize cause-effect relationships
. Predict events
* Summarize, synthesize

Sample Item

Read the paragraph.

Ann has a pet pony. His name is Joey. She gives him oats to eat. Joey likes oats.

. What is the story about?

1. Ann
2. oats to eat
3. Ann's pony Joey
4. funny names

Goal 4: EVALUATIVE COMPREHENSION

The student can evaluate the intent, validity and worth of written materials.

Subgoal tested:

* Distinguish fact from opinion

Sample Item

Read the sentences.

I see Jane. She is running fast.

. What do we know for sure about Jane?

1. Jane is scared.
2. Jane is late for school.
3. Jane is running.
4. Jane is tired.

READING

Level 2: RIT Range 169-188

Goal 1: WORD MEANING

The student can interpret meanings of commonly used words.

Subgoals tested:

. Use context clues
. Use synonyms, antonyms, homonyms
. Use component structures
* Interpret multiple meanings

Sample Item

Read the sentence.

The point of my pen is broken.

. In this sentence the word point means:

1. show with your hand
2. tip or end
3. finger of land
4. purpose

Goal 2: LITERAL COMPREHENSION

The student can comprehend the literal meanings or explicit content of written materials.

Subgoals tested:

* Recall details
* Interpret directions
* Sequence details
. Classify facts, details, words, ideas
. Recall stated main idea

Sample Item

Read the story.

Ken lives near Amy. To get to the party at her house, Ken asked Amy for directions. Amy told him, "Go two blocks west, go two blocks south, then go one block east. I live in the blue house."

. After walking two blocks west, which direction should Ken go next?

1. south
2. west
3. east
4. north

Reading
Level 2: RIT Range 169-188
Continued

Goal 3: INTERPRETIVE COMPREHENSION

The student can interpret implied and related meanings from the content of written materials.

Subgoals tested:

- * Draw inferences
- * Recognize cause-effect relationships
- . Predict events
- . Summarize, synthesize

Sample Item

Read the sentences.

Charred stumps were everywhere.
The smell of smoke was in the air.
There was not a living thing left in sight.

. What probably caused the scene described above?

1. a great sea battle
2. a severe rainstorm
3. a forest fire
4. a dust storm

Goal 4: EVALUATIVE COMPREHENSION

The student can evaluate the intent, validity and worth of written materials.

Subgoals tested:

- * Distinguish fact from opinion
- . Recognize elements of persuasion, evaluate accuracy/merit
- . Detect biases, underlying assumptions

Sample Item

Read the sentences.

I see Diane running home.
I see Kay running behind her.

. What do I know for sure about them?

1. Kay is Diane's little sister.
2. Kay is chasing Diane away.
3. Diane and Kay are running.
4. Diane and Kay had a fight.

READING

Level 3: RIT Range 182-198

Goal 1: WORD MEANING

The student can interpret meanings of commonly used words.

Subgoals tested:

. Use context clues
. Use synonyms, antonyms, homonyms
. Use component structures (roots, affixes, etc.)
* Interpret multiple meanings

Sample Item

Read the sentence.

> In fall the leaves on the trees turn red and gold.

. What does fall mean in the sentence?

1. to drop
2. to trip
3. spring
4. autumn

Goal 2: LITERAL COMPREHENSION

The student can comprehend the literal meanings or explicit content of written materials.

Subgoals tested:

. Recall details
. Interpret directions
. Sequence details
. Classify facts, details, words, ideas
* Recall stated main idea

Sample Item

Read the story.

> A healthy garden needs more than just plants and a good gardener. The animal kingdom has many helpers for the gardener. Ladybugs eat the small bugs that feed on plant leaves and stems. Birds and garter snakes also live on insects harmful to plants. Earthworms keep the soil loose and moist for root growth. Honeybees looking for nectar help pollinate some plants, resulting in the production of flowers and fruit.

. Choose the main idea of the paragraph.

1. Garter snakes eat harmful insects in the garden.
2. There are many insects that are harmful to garden plants.
3. Some animals and insects are helpful in the garden.
4. Flowers are not produced without honeybees.

Reading
Level 3: RIT Range 182-198
Continued

Goal 3: INTERPRETIVE COMPREHENSION

The student can interpret implied and related meanings from the content and presentation of written materials.

Subgoals tested:

. Draw inferences
. Recognize cause-effect relationships
* Predict events
. Summarize, synthesize

Sample Item

Read the story.

> Dr. Whipple loves animals -- all kinds of animals. She had eleven cats and eight dogs when she last counted. Early yesterday morning a bedraggled and hungry raccoon was huddled on her porch. Dr. Whipple saw the pitiful creature from her window and ____________________.

. Choose the answer that could predict the outcome of the story.

1. sent it away
2. let her dogs outs
3. laughed aloud
4. gave it some food

- -

Goal 4: EVALUATIVE COMPREHENSION

The student can evaluate the intent, validity and worth of written materials.

Subgoals tested:

. Distinguish fact from opinion
. Recognize elements of persuasion, evaluate accuracy/merit
. Evaluate conclusions, resolutions
* Detect biases, underlying assumptions

Sample Item

Read the paragraph.

> A trip to New York is not complete until you have seen the American Museum of National History. Once you have been there you will want to visit it again and again, and each time you go you will learn new and useful pieces of information.

. Which sentence best describes the author's feeling about learning natural history?

1. It is fun but not important.
2. It is interesting but not useful.
3. It is hard but interesting.
4. It is useful and interesting.

READING

Level 4: RIT Range 190-209

Goal 1: WORD MEANING

The student can interpret meanings of commonly used words.

Subgoals tested:

. Use context clues
. Use synonyms, antonyms, homonyms
. Use component structures (roots, affixes, etc.)
* Interpret multiple meanings

Sample Item

Choose the meaning of the underlined word as it is used in the sentence below.

The first step is to identify the problem.

1. lifting one foot and putting it down in another spot
2. one of a series of actions to be taken
3. one stair
4. to put the weight of the foot on something

Goal 2: LITERAL COMPREHENSION

The student can comprehend the literal meanings or explicit content of written materials.

Subgoals tested:

* Recall details
. Interpret directions
. Sequence details
. Classify facts, details, words, ideas
. Recall stated main idea

Sample Item

Read the paragraph.

When the great California Gold Rush began in 1849, thousands of people from all over the world rushed to the gold fields searching for easy riches. Most people never became wealthy but returned penniless to their homes. A few struck it rich in the fields and became millionaires with fine homes in San Francisco. The most, money, however, was made by the many merchants who sold goods to the miners.

. Who made most of the money on the Gold Rush of '49?

1. lucky prospectors
2. San Francisco
3. merchants
4. farmers

Reading
Level 4: RIT Range 190-209
Continued

Goal 3: INTERPRETIVE COMPREHENSION

The student can interpret implied and related meanings from the content and presentation of written materials.

Subgoals tested:

- Draw inferences
- Recognize cause-effect relationships
- Predict events
- * Summarize, synthesize

Sample Item

Read the paragraph.

> When forests are destroyed by over-cutting, we lose not only a future source of lumber but most of the animal life that the forest has sheltered and fed. Careless cutting also damages land by removing the trees which holds soils in place. When heavy rains fall, the best soil is washed down into the streams, leaving little fertile soil for new plant growth and clogging rivers and bays with mud.

- What is the main point of the paragraph?

1. Over-cutting is a waste of trees.
2. Over-cutting has many harmful effects.
3. Over-cutting is bad for animal life.
4. Over-cutting is bad for the forest soil.

Goal 4: EVALUATIVE COMPREHENSION

The student can evaluate the intent, validity and worth of written materials.

Subgoals tested:

- Distinguish fact from opinion
- * Recognize elements of persuasion, evaluate accuracy/merit
- Evaluate conclusions, resolutions
- Detect biases, underlying assumptions

Sample Item

Read the advertisement.

> Buy a new Porpoise sports car! Experience the thrill of driving a fast-moving, streamlined auto with jet-age design. It's like flying your own airplane!

- What main attitude does this advertisement attempt to create about the car?

1. a sense of safe and comfortable transportation
2. a feeling of power and excitement
3. a feeling of stateliness and dignity
4. the idea of economy

READING

Level 5: RIT Range 200-219

Goal 1: WORD MEANING

The student can interpret meanings of commonly used words.

Subgoals tested:

- Use context clues
- Use synonyms, antonyms, homonyms
- Use component structures (roots, affixes, etc.)
- * Interpret multiple meanings

Sample Item

Read the sentence below.

> The knife blade was stuck fast in the tree.

- In this sentence the word fast means:

1. to go without food
2. firmly
3. permanently dyed
4. quick

Goal 2: LITERAL COMPREHENSION

The student can comprehend the literal meanings or explicit content of written materials.

Subgoals tested:

- Recall details
- * Interpret directions
- Sequence details
- Classify facts, details, words, ideas
- Recall stated main idea

Sample Item

Read the directions.

> Fill out this form in ink. Write firmly, applying pressure so that copies will be clear. On line 1, write last name, first name, middle name. On line 2, write complete street address, city, state, zip code. In box at right, write phone number. On the remaining lines, tell briefly why you feel you deserve to spend three weeks at Camp Whirlwind this summer.

- Which of the following is indicated in the directions?

1. Write parent's name in the box at right.
2. A nickname is acceptable.
3. Write a brief autobiography.
4. Full name is required.

Goal 3: INTERPRETIVE COMPREHENSION

The student can interpret implied and related meanings from the content and presentation of written materials.

Subgoals tested:

* Draw inferences
. Recognize cause-effect relationships
. Predict events
. Summarize, synthesize

Sample Item

Read the story.

As the day wore on, Diane began to realize that the bus wasn't going to come. She would be stuck in Westville until tomorrow. She walked down the main street toward the hotel. Westville had the dry, withered look typical of old mining towns. Doors and shutters of abandoned buildings slammed and blew open again in the hot, dusty wind. She should have known better than to come out to this forsaken place.

. What best expresses the attitude of the writer towards old mining towns?

1. likes them because they are old
2. likes them, but would not like to live in one
3. thinks they are boring, depressing places
4. thinks they should have more buses

36

Goal 4: EVALUATIVE COMPREHENSION

The student can evaluate the intent, validity and worth of written materials.

Subgoals tested:

- Distinguish fact from opinion
- Recognize elements of persuasion, evaluate accuracy/merit
- * Evaluate internal and external validity
- Evaluate conclusions, resolutions
- Detect biases, underlying assumptions

Sample Item

Read the paragraph.

> Everyone knows that parrots can be taught to talk, but how parrots acquired this ability to mimic human voices is not known. Of course parrots don't understand what they are saying; they are only imitating the sounds they hear. Parrots can live to be very old, sometimes living 80 or even 100 years. Parrots are often considered to be evil-tempered birds but are really gentle if they are treated correctly. They can be easily trained to do tricks.

- Which statement from the paragraph does not support the idea that parrots are clever birds?

  1. Parrots can be easily trained to do tricks.
  2. We don't know how parrots can learn to talk.
  3. Parrots have an ability to imitate sounds.
  4. Parrots don't understand what they are saying.

READING

Level 6: RIT Range 210-229

Goal 1: WORD MEANING

The student can interpret meanings of commonly used words.

Subgoals tested:

- Use context clues
- * Use synonyms, antonyms, homonyms
- Use component structures (roots, affixes, etc.)
- Interpret multiple meanings

Sample Item

Choose an antonym, a word that is opposite or nearly opposite, for the word flexible.

1. fastidious
2. soft
3. rapid
4. rigid

- -

Goal 2: LITERAL COMPREHENSION

The student can comprehend the literal meanings or explicit content of written materials.

Subgoals tested:

- Recall details
- Interpret directions
- Sequence details
- * Classify facts, details, words, ideas
- Recall stated main idea

Sample Item

A person who works in a bank has many jobs to learn. The following sentences tell about one part of learning and doing a bank teller's job.

a. Learn by watching an experienced worker for a few days.

b. Special periods of time set for learning certain parts of the job; these periods may last a few days to three weeks or longer.

c. Most jobs are learned within an assigned bank.

- Which part of the bank teller's job do the above sentences describe?

1. working conditions for the job
2. qualifications for the job
3. types of training given for the job
4. types of work one would do

Goal 3: INTERPRETIVE COMPREHENSION

The student can interpret implied and related meanings from the content and presentation of written materials.

Subgoals tested:

- . Draw inferences
- . Recognize cause-effect relationships
- . Predict events
- * Summarize, synthesize

Sample Item

Read the paragraph.

For thousands of years people have puzzled over the nature of light. Today one of the most widely accepted theories of light is the quantum theory, which was developed in the early 20th centruy by the physicist Max Planck. The essence of the theory is that when atoms are heated, electrons in the atoms jump outward from the center of the atom. When the electrons eventually jump back toward the center of the atom, energy in the form of light is released. This light energy is measured in units called photens or quanta.

. The main idea of the story is:

1. Scientists are still puzzling over the nature of light.
2. The quantum theory was developed by Max Planck.
3. Electrons jump back and forth constantly.
4. The quantum theory explains light in terms of jumping electrons.

- -

Goal 4: EVALUATIVE COMPREHENSION

The student can evaluate the intent, validity and worth of written materials.

Subgoals tested:

. Distinguish fact from opinion
* Recognize elements of persuasion, evaluate accuracy/merit
. Evaluate internal and external validity
* Evaluate conclusions, resolutions
. Detect biases, underlying assumptions

Sample Item

Read the passage.

> Since President Snerd took office, unemployment has risen and the economy has suffered. This is clear proof of the President's incompetence. Snerd must be replaced!

. Why is this speech faulty?

1. Name-calling techniques are used.
2. The evidence given is not clear proof of the President's incompetence.
3. The writer doesn't state why incompetence should disqualify a President.
4. Bandwagon and glittering generalities are used.

READING

Level 7: RIT Range 219-240

Goal 1: WORD MEANING

The student can interpret meanings of commonly used words.

Subgoals tested:

. Use context clues
* Use synonyms, antonyms, homonyms
. Use component structures (roots, affixes, etc.)

Sample Item

Read the sentence.

> The wind will diminish in a little while.

. Diminish means

1. increase
2. desist
3. stop
4. decrease

Goal 2: LITERAL COMPREHENSION

The student can comprehend the literal meanings or explicit content of written materials.

Subgoals tested:

. Recall details
. Interpret directions
. Sequence details
. Recall stated main idea
* Classify facts, details, ideas, words

Sample Item

Read the paragraph.

> Paul and Fred belonged to the Third Battalion of the Sixth Regiment of Marines, and their major was one of the most colorful characters in the Marine Corps. He was a short, swarthy, wiry man named Sibley, who had been an officer in the Marines for nearly 20 years. He was particularly cool-headed and capable, and what he didn't know about fighting was scarcely worth knowing. Paul and Fred had come to think the world of him. All of the men held him in high regard.

. Who is Sibley?

1. major of the Third Battalion
2. officer in the Marine Corps
3. officer in the Sixth Regiment
4. all of the above

Goal 3: INTERPRETIVE COMPREHENSION

The student can interpret implied and related meanings from the content and presentation of written materials.

Subgoals tested:

. Draw inferences
. Recognize cause-effect relationships
* Predict events
. Summarize, synthesize

Sample Item

Read the paragraphs.

Canada's federation is a shakier one than it might seem. About one-third of Canada's citizens are descendants of French settlers who arrived in North America well over 200 years ago. They have resisted assimilation, choosing to preserve their own folkways and language. A substantial number of them would like to break away from Canada altogether.

So far, though, the majority of French-speaking Canadians seem willing to remain part of Canada--for the present, at least. But if the promises of the federal government do not square with the realities of living as a majority in a bilingual nation, they may be tempted to seek greater independence.

. Which of these is most likely to happen?

1. The majority of French Canadians will continue to view government promises skeptically.
2. The French-speaking citizens of Canada will begin to assimilate with other Canadians.
3. The federal government of Canada will make no promises to the French-speaking Canadians.
4. Fewer and fewer French-Canadians will want to break away.

Goal 4: EVALUATIVE COMPREHENSION

The student can evaluate the intent, validity and worth of written materials.

Subgoals tested:

- . Distinguish fact from opinion
- * Recognize elements of persuasion, evaluate accuracy and merit
- . Evaluate internal and external validity
- . Evaluate conclusions, resolutions
- . Detect biases, underlying assumptions

Sample Item

Read the speech.

> In Red Green we have a dedicated, outstanding mayor. Red is committed to the All-American, true-blue ideals that made this country great. He has derring-do and can roll with the punches. Let the chips fall where they may, Red will stand up for what's right and will fight to make our community a better place for our loved ones. Re-elect Red Green, a true citizen of our town!

. Which best describes this speech?

1. a collection of cliches, flag-waving techniques and glittering generalities
2. a factual and detailed description of the candidate's accomplishments and character
3. excessive use of name-calling, personal abuse and illogical arguments
4. an interesting, if sympathetic, biography of the candidate by someone who knows him well

Portland Achievement Level Tests

LANGUAGE USAGE GOALS

Goal 1: SENTENCE AND PARAGRAPH STRUCTURE: The student can recognize and use fundamental sentence and paragraph structure.

Subgoals:

A. Know importance of word order

B. Distinguish complete and incomplete sentences.

C. Write complete sentences.

D. Know distinctive word patterns and purposes of questions (interrogative), statements (declarative), and directions/commands (imperative).

E. Know two basic parts of sentence.

F. Know basic sentence patterns (N-V, N-V-V, etc.)

G. Know basic structures (simple, compound, etc.)

H. Know characteristics and functions of major types of phrases.

I. Know characteristics and functions of major types of phrases.

J. Know conventions of paragraph form and composition (e.g., indentation; locations of topic sentence).

Goal 2: BASIC GRAMMAR: The student can use basic grammar correctly.

Subgoals:

A. Identify basic units of language such as letter, words, sentence, and paragraph.

B. Recognize singular and plural forms of the same noun.

C. Recognize nouns that have regular plural forms, irregular forms and identical singular and plural forms.

D. Distinguish the possessive noun from the basic noun form in singular and plural words.

E. Know final consonant sounds of past tense of regular verbs ("d," "ed," and "t").

F. Use correct forms for past tenses of common irregular verbs (e.g., "I saw," not "I seen").

G. Distinguish among present, past, future tenses of common verbs.

H. Form present and past participle of common verbs, selecting forms of root verb, or "have" (past participle) of "be" (present participle) which agree with subjects in number and person.

I. Know positive, comparative, and superlative forms of adjectives.

J. Know positive, comparative, and superlative forms of adverbs.

K. Know pronoun forms and uses.

L. Construct sentences in which pronouns and antecedents agree in person, number, and gender.

M. Know parts of speech.

N. Use verb forms which agree with subjects in number and person.

Goal 3: PUNCTUATION: The student can punctuate correctly.

Subgoals:

A. Use appropriate end punctuate including period, question mark, exclamation mark.

B. Use comma appropriately:

1) Separate two parts of sentence, which, if combined, would convey unintended meanings.

2) Separate items and/or short main clauses in series.

3) After introductory adverbial or participial phrase, or succession of introductory phrases.

4) Before the words and, but, or, not, for, and yet when they join main clauses.

5) Comma used to set off expressions which interrupt sentences; words in direct address; words well, yes, no, and oh when used at the beginning of a sentence; items in dates and addresses; appositives.

6) After salutation and closing of a letter.

C. Use linking punctuation including semicolon, colon, dash, hyphen.

D. Use enclosing punctuation including parenthesis, brackets, dashes, and quotation marks.

E. Use apostrophes to indicate possessives.

Goal 4: CAPITALIZATION: The student can capitalize correctly.

Subgoals:

A. Use appropriate beginning capitalizations:
   1) First word in sentences.
   2) First word in direct quotation.
   3) First word in greeting and closing of a letter.

B. Capitalize first word and other necessary word in titles.

C. Capitalize proper nouns.

D. Capitalize proper adjectives.

E. Capitalize pronoun I.

Goal 5: SPELLING: The student can spell correctly.

Subgoals:

A. Perceive likenesses and differences in spelling of words.

B. Know correct spelling of commonly used words.

C. Form plurals:
   1) of a number or letter by adding an apostrophe and s.
   2) of a regular noun by adding s or es.
   3) of words ending in y.

D. Know spellings of commonly used prefixes

E. Know spellings of commonly used suffixes.

F. Know conventional rules for syllabication.

G. Know conventional abbreviations.

H. Form contractions.

I. Use dictionaries to help spell words correctly.

Goal 6: WRITING: The student can write with coherence, clarity, economy, and consistency.

Subgoals:

A. Choose language that is appropriate for subject, purpose and audience of writing:
    1) Selection and development of style.
    2) Selection and development of tone and mode.
    3) Use of point of view.
    4) Use of images and symbols.
    5) Use of figures of speech.
    6) Use of sound effects.

B. Select and pattern sentences and paragraphs according to overall structure, purpose and subject of the composition.

C. Organize material in a logical sequence as determined by subject, purpose, audience.

D. Use various processes and techniques for developing a theme.
    1) Illustration.
    2) Classification.
    3) Definition.
    4) Analysis.
    5) Comparison and contrast.
    6) Ordering events chronologically.
    7) Cause-effect relationships.

E. Know editing requirements: examination of written work using all criteria previously learned, etc.

F. Make appropriate revisions as a result of editing.

LANGUAGE USAGE - Primary Series

Level 021: RIT Range 165-186

Goal 1: SENTENCE AND PARAGRAPH STRUCTURE

The student can recognize and use fundamental sentence and paragraph structure.

Subgoals tested:

. Word order
* Distinguish complete from incomplete sentences
. Distinguish questions, statements, directions/commands

Sample Item

Which is a complete sentence?

1. She is little.
2. He is very.
3. She little.
4. He very tired.

Goal 2: BASIC GRAMMAR

The student can use basic grammar correctly.

Subgoals tested:

. Recognize singular and plural forms of same noun
. Distinguish tenses of common verbs
* Know adjective forms
. Know pronoun forms, uses
. Know parts of speech

Sample Item

Choose the missing word.

Sarah is ________ than Megan.

1. old
2. oldest
3. oldie
4. older

Language Usage - Primary Series
Level 021: RIT Range 165-186
Continued

Goal 3: PUNCTUATION

The student can punctuate correctly.

Sample Item

Subgoals tested:

- * Use end punctuation
- . Use apostrophes for possessives

Read the sentence.

What did you have for lunch

Which mark will punctuate the sentence correctly?

1. "
2. ?
3. .
4. ,

- -

Goal 4: CAPITALIZATION

The student can capitalize correctly.

Sample Item

Subgoals tested:

- . Use beginning capitalization
- . Capitalize proper nouns
- * Capitalize pronoun I

Read the sentence.

My brother and i ran
to school this morning.

Which underlined word should be capitalized?

1. brother
2. i
3. ran
4. school

Goal 5: SPELLING

The student can spell correctly.

Subgoals tested:

- Perceive spelling likenesses/differences
- * Know correct spellings of commonly used words

Sample Item

Read the sentence.

Ted can chaup wood for his family.

Which underlined word is spelled wrong?

1. chaup
2. wood
3. for
4. family

Goal 6: WRITING

The student can write with coherence, clarity, economy and consistency.

Subgoals tested:

- Choose language appropriate for subject, purpose, audience
- Use point of view
- Select/pattern sentences and paragraphs for composition's structure, purpose, subject

Sample Item

Read the story.

(A) Dara and Dina had a birthday. (B) Mother made a cake. (C) They have a cat named Fido. (D) There was ice cream to eat, too.

Which sentence does not belong in the story?

1. sentence (A)
2. sentence (B)
3. sentence (C)
4. sentence (D)

LANGUAGE USAGE - Primary Series

Level 022: RIT Range 170-195

Goal 1: SENTENCE AND PARAGRAPH STRUCTURE

The student can recognize and use fundamental sentence and paragraph structure.

Subgoals tested:

. Word order
. Distinguish complete from incomplete sentences
* Distinguish questions, statements, directions/commands
. Know basic sentence structure (simple, compound, etc.)

Sample Item

Read the sentence.

Where did the cat go

The words in the box

1. ask a question
2. tell something
3. give a command
4. answer a question

- -

Goal 2: BASIC GRAMMAR

The student can use basic grammar correctly.

Subgoals tested:

. Recognize singular and plural forms of same noun
. Distinguish possessive nouns
. Distinguish tenses of common verbs
. Know adjective forms
* Know adverb forms
. Know pronoun forms, uses
. Know parts of speech

Sample Item

Choose the missing word.

Bob arrived__________of all.

1. least
2. late
3. last
4. later

Goal 3: PUNCTUATION

The student can punctuate correctly.

Subgoals tested:

. Use end punctuation
* Use commas
. Use apostrophes for possessives

Sample Item

What date has the comma (,) in the right place?

1. November, 8 1981
2. November 8 1981,
3. November 8, 1981
4. November 8 19,81

- -

Goal 4: CAPITALIZATION

The student can capitalize correctly.

Subgoals tested:

. Use beginning capitalization
. Capitalize titles
. Capitalize proper nouns
* Capitalize pronoun I

Sample Item

Which sentence is written correctly?

1. May i play outside?
2. i will read later.
3. Soon i can use the phone.
4. He and I are friends.

Language Usage - Primary Series
Level 022: RIT Range 170-195
Continued

Goal 5: SPELLING

The student can spell correctly.

Subgoals tested:

- * Know correct spellings of commonly used words
- . Form plurals
- . Form contractions

Sample Item

Read the sentence.

Theresa did not play.

Which is the contraction for did not?

1. di'nt
2. dit'n
3. did'nt
4. didn't

Goal 6: WRITING

The student can write with coherence, clarity, economy and consistency.

Subgoals tested:

- * Choose language appropriate for subject, purpose, audience
- . Use figures of speech
- . Use various processes to develop theme (comparison, contrast)

Sample Item

Which sentence would you use to begin a story about a talking fish?

1. Once upon a time, there was a fish named Ronald.
2. I am learning about fish.
3. I plan to go fishing next weekend.

[illegible] There are many species of fish.

LANGUAGE USAGE - Primary Series

Level 023: RIT Range 176-211

Goal 1: SENTENCE AND PARAGRAPH STRUCTURE

The student can recognize and use fundamental sentence and paragraph structure.

Subgoals tested:

* Word order
* Distinguish complete from incomplete sentences
. Distinguish questions, statements, directions/commands
. Know conventions of paragraph form and composition

Sample Item

Which is not a complete sentence?

1. You may ride now.
2. Now you may ride.
3. You ride now may.
4. May I ride now?

Goal 2: BASIC GRAMMAR

The student can use basic grammar correctly.

Subgoals tested:

. Identify basic language units (letter, word, sentence, paragraph)
. Distinguish possessive nouns
. Know adverb forms
. Know pronoun forms, uses
* Know parts of speech

Sample Item

Read the sentence.

> The green balloon floated away

Which is a noun?

1. green
2. balloon
3. floated
4. away

Goal 3: PUNCTUATION

The student can punctuate correctly.

Subgoals tested:

. Use end punctuation
* Use commas

Sample Item

Read the sentence.

She carried her book skates and sweater.

Which punctuation mark is missing in the sentence?

1. .
2. ?
3. ,
4. !

- -

Goal 4: CAPITALIZATION

The student can capitalize correctly.

Subgoals tested:

. Use beginning capitalization
* Capitalize titles
. Capitalize proper nouns
. Capitalize pronoun I

Sample Item

Read the sentence.

Have you read the story "little Red Riding Hood"?

Which underlined word should be capitalized?

1. you
2. read
3. story
4. little

Goal 5: SPELLING

The student can spell correctly.

Subgoals tested:

- * Know spellings of common words
- . Form plurals
- * Know spellings of prefixes
- . Know conventional abbreviations

Sample Item

Choose the missing word.

I ____________ my book on the floor.

1. droped
2. dropped
3. dropt
4. droppet

Goal 6: WRITING

The student can write with coherence, clarity, economy and consistency.

Subgoals tested:

- . Choose language appropriate for subject, purpose, audience
- * Select/pattern sentences and paragraphs for composition's structure, purpose, subject
- * Organize material in logical sequence
- . Use various processes to develop theme (comparison, contrast)

Sample Item

Read the sentences.

A. It is afraid of big shoes.

B. Its name is Feathers.

C. Sam has a new kitten.

D. It runs and hides when it sees them.

If these sentences were in a story, which one would come first?

1. sentence A
2. sentence B
3. sentence C
4. sentence D

LANGUAGE USAGE

Level 21: RIT Range 159-187

Goal 1: SENTENCE AND PARAGRAPH STRUCTURE

The student can recognize and use fundamental sentence and paragraph structure.

Subgoals tested:

- Word order
- * Distinguish complete from incomplete sentences
- Write complete sentences
- Distinguish questions, statements, directions/commands

Sample Item

Which is a complete sentence?

1. The frog jumped into the pond.
2. When I get to school.
3. The big blue ball.
4. Fell from the oak tree.

Goal 2: BASIC GRAMMAR

The student can use basic grammar correctly.

Subgoals tested:

- Identify basic language units
- Recognize plural nouns
- Distinguish tenses of common verbs
- Form verb participles to agree with subjects
- Know adjective forms
- * Know pronoun forms, uses
- Use pronoun-antecedent agreement

Sample Item

Choose the missing word.

Please give _______ the pan.

1. me
2. I
3. our
4. we

Goal 3: PUNCTUATION

The student can punctuate correctly.

Subgoals tested:

* Use end punctuation
. Use commas
. Use apostrophes for possessives

Sample Item

Which one ends with the right mark?

1. Sue rides the bus"
2. Sue rides the bus,
3. Sue rides the bus
4. Sue rides the bus.

Goal 4: CAPITALIZATION

The student can capitalize correctly.

Subgoals tested:

. Use beginning capitalization
. Use capitalization in titles
* Capitalize proper nouns
. Capitalize proper adjectives
. Capitalize pronoun I

Sample Item

Choose the missing words.

We went to ______________________ for vacation.

1. newport, Oregon
2. Newport, Oregon
3. Newport, oregon
4. newport, oregon

Language Usage
Level 21: RIT Range 159-187
Continued

Goal 5: SPELLING

The student can spell correctly.

Subgoals tested:

. Perceive spelling likenesses/ differences
. Know correct spellings of commonly used words
* Form plurals
. Know abbreviations
. Form contractions

Sample Item

Which is the correct plural of the work park?

1. parkes
2. parkses
3. parkies
4. parks

Goal 6: WRITING

The student can write with coherence, clarity, economy and consistency.

Subgoals tested:

. Choose language appropriate for subject, purpose, audience
. Select/develop style
* Select/develop tone, mood
* Select/pattern sentences and paragraphs for structure, purpose, subject
. Use various processes to develop theme (classification)

Sample Item

Read the story.

It was a very dark night. The wind was blowing and rain was pouring down. Ernie looked out his window and shivered. He hoped that his mother would get home soon.

. Which sentence would fit best in the story?

1. He was feeling very brave.
2. He smiled and skipped downstairs to get a cookie.
3. Ernie was a silly boy.
4. He felt all alone and a little afraid.

LANGUAGE USAGE

Level 22: RIT Range 178-193

Goal 1: SENTENCE AND PARAGRAPH STRUCTURE

The student can recognize and use fundamental sentence and paragraph structure.

Subgoals tested:

* Word order
* Distinguish complete from incomplete sentences
. Distinguish questions, statements, directions/commands

Sample Item

Which sentence has the words in the correct order?

1. On the light turn.
2. Turn on the light.
3. On turn the light.
4. The light turn on.

Goal 2: BASIC GRAMMAR

The student can use basic grammar correctly.

Subgoals tested:

. Recognize plural nouns
. Distinguish possessive nouns
. Know final sounds of regular past tense verbs
* Use irregular past tense verb forms
* Distinguish verb tenses
. Use participle subject agreement
. Know adjective forms
. Know adverb forms
. Know pronoun forms, uses

Sample Item

Choose the missing word.

He ________ the dishes last night.

1. does
2. done
3. do
4. did

Language Usage
Level 22: RIT Range 178-193
Continued

Goal 3: PUNCTUATION

Subgoals tested:

. Use end punctuation
* Use commas
. Use linking punctuation
. Use apostrophes for possessives

The student can punctuate correctly.

Sample Item

Which sentence has a comma (,) in the right place?

1. Put away the games toys and books,
2. Put away the games, toys and books.
3. Put away, the games toys and books.
4. Put away the games toys and, books.

Goal 4: CAPITALIZATION

Subgoals tested:

. Use beginning capitalization
* Capitalize titles
. Capitalize proper nouns
. Capitalize pronoun I

The student can capitalize correctly.

Sample Item

Read the sentence.

> Do you like the book "the Cat in the Hat Comes Back"?

. Which underlined word should be capitalized?

1. the
2. book
3. like
4. you

61

Goal 5: SPELLING

The student can spell correctly.

Subgoals tested:

. Know correct spellings of commonly used words
. Form plurals of regular nouns
. Form plurals of words ending in y
. Know correct spellings of suffixes
. Know rules of syllabication
* Know abbreviations
. Form contractions

Sample Item

What is the abbreviation for minute?

1. mnte.
2. m.
3. mi.
4. min.

- -

Goal 6: WRITING

The student can write with coherence, clarity, economy and consistency.

Subgoals tested:

. Select/develop style
. Select/develop tone, mood
. Use images, symbols
. Use figures of speech
* Select/pattern sentences and paragraphs for composition's structure, purpose, subject
. Organize material in logical sequence
. Use various processes to develop theme (order events chronologically)

Sample Item

Read the sentences.

> I don't like going to the shopping center. It is never fun when we go there. We just rush from store to store and never take time to see anything.

. Which would be the best sentence to end this story?

1. Shopping is fun.
2. My friend went with us.
3. Next time I'll just stay home.
4. There are many interesting things to see there.

LANGUAGE USAGE

Level 23: RIT Range 186-202

Goal 1: SENTENCE AND PARAGRAPH STRUCTURE

The student can recognize and use fundamental sentence and paragraph structure.

Subgoals tested:

* Word order
. Distinguish complete from incomplete sentences
. Write complete sentences
. Distinguish questions, statements, directions/commands

Sample Item

Read the sentence

The firemen had to work fast to put out the fire.

. Which is another way to write the sentence?

1. To work fast the firemen had to put out the fire.
2. To put out the fire, the firemen had to work fast.
3. The firemen had to put out the fire to work fast.
4. The firemen to work fast had to put out the fire.

Goal 2: BASIC GRAMMAR

The student can use basic grammar correctly.

Subgoals tested:

. Recognize singular and plural forms of the same noun
. Recognize plural noun forms
* Distinguish possessive nouns
. Know final sounds of regular past tense verbs
. Use irregular past tense verb forms
. Distinguish verb tenses
. Use participle subject agreement
* Know adjective forms
. Know adverb forms

Sample Item

Choose the missing word.

Today is ____________ than yesterday was.

1. hot
2. hotter
3. hottest
4. hotting

63

Goal 3: PUNCTUATION

The student can punctuate correctly.

Subgoals tested:

- Use end punctuation
- Use commas
- Use enclosing punctuation
- * Use apostrophes for possessives

Sample Item

Choose the missing word.

Where is ________ house?

1. Tom's
2. Toms
3. Tom
4. Toms'

Goal 4: CAPITALIZATION

The student can capitalize correctly.

Subgoals tested:

- * Use beginning capitalization
- Capitalize titles
- Capitalize proper nouns
- Capitalize pronoun I

Sample Item

Read the sentence.

Karen said, "if you don't hurry, you will miss the bus."

- Which underlined word should be capitalized?

1. said
2. if
3. you
4. bus

64

Language Usage
Level 23: RIT Range 186-202
Continued

Goal 5: SPELLING

The student can spell correctly.

Subgoals tested:

- Perceive likeness/difference in word spellings
- Know correct spellings of common words
* Form plurals
- Know spelling of common prefixes
- Know spelling of common suffixes
- Know rules of syllabication
- Know abbreviations

Sample Item

Which is the correct plural of the word key?

1. keyies
2. keys
3. keies
4. keyes

Goal 6: WRITING

The student can write with coherence, clarity, economy and consistency.

Subgoals tested:

* Choose language appropriate for subject, purpose, audience
- Select/develop tone, mood
- Use images, symbols
- Use figures of speech
- Select/pattern sentences and paragraphs for composition's structure, purpose and subject
- Use various processes to develop theme (definition, ordering chronologically, cause-effect)

Sample Item

You are taking a telephone message, and you are in a hurry.
How will you write it to give the important information clearly?

1. Sandy--call lady about soccer Thursday.
2. Sandy--soccer practice Thurs. 7-8:30. Call Mrs. King 643-9292.
3. Sandy--Thurs. 7-8:30. 643--9292.
4. Sandy--Somebody called. Soccer practice is Thursday night. Call her back if questions.

LANGUAGE USAGE

Level 24: RIT Range 195-210

Goal 1: SENTENCE AND PARAGRAPH STRUCTURE

The student can recognize and use fundamental sentence and paragraph structure.

Subgoals tested:

- Word order
- * Distinguish complete from incomplete sentences
- Write complete sentences
- Distinguish questions, statements, directions/commands
- Know conventions of paragraph form and composition

Sample Item

Which is a complete sentence?

1. The paper bag lying on the sidewalk.
2. To vote in the next election.
3. The swan was about five feet long.
4. Bales of cotton piled on the dock.

Goal 2: BASIC GRAMMAR

The student can use basic grammar correctly.

Subgoals tested:

- Recognize singular and plural forms of the same noun
- Distinguish possessive nouns
- Use past tense forms of irregular verbs
- Distinguish verb tenses
- * Use participle subject agreement
- Know adverb forms
- Know pronoun forms, uses

Sample Item

Choose the missing word.

The apple and orange ______ been eaten.

1. were
2. have
3. has
4. are

Language Usage
Level 24: RIT Range 195-210
Continued

Goal 3: PUNCTUATION

The student can punctuate correctly.

Subgoals tested:

. Use end punctuation
* Use commas
. Use enclosing punctuation
. Use apostrophes for possessives

Sample Item

Read the sentence.

> Not being qualified Andy stood apart and watched the proceedings.

. Which tells where a comma or commas should be placed?

1. after stood and after watched
2. after qualified
3. after Andy and after apart
4. after apart

Goal 4: CAPITALIZATION

The student can capitalize correctly.

Subgoals tested:

. Use beginning capitalization (first word in direct quotation)
. Capitalize titles
* Capitalize proper nouns

Sample Item

In which sentence should the underlined word not be capitalized?

1. South High School will play Central this weekend.
2. She is an expert in the field of Irish literature.
3. The famous ship "Old Ironsides" is anchored in Boston Harbor.
4. An African Scientist gave the keynote address.

Goal 5: SPELLING

The student can spell correctly.

Subgoals tested:

- . Perceive likeness/difference in word spellings
- * Know correct spellings of common words
- . Form plurals (of regular nouns, of words ending in y)
- . Know spelling of common prefixes
- . Know spelling of common suffixes

Sample Item

Which is spelled correctly?

1. ledgable
2. legible
3. legibel
4. legibal

- -

Goal 6: WRITING

The student can write with coherence, clarity, economy and consistency.

Subgoals tested:

- . Choose language appropriate for subject, purpose, audience
- * Select/develop style
- . Select/develop tone, mood
- * Use images, symbols
- . Use figures of speech
- . Select/pattern sentences and paragraphs for composition's structure, purpose, subject
- . Use various processes for developing theme (definition, cause-effect)

Sample Item

You are writing a story about a horse. Which style would you use to create a vivid picture in the reader's mind?

1. Blaze galloped fast across the field. Then he ran back to get an apple.
2. Blaze ran the distance across the field in record time.
3. Blaze galloped across the sunny field, his mane flying in the wind.
4. Blaze ran across the field. He was a big brown horse. He ran fast.

LANGUAGE USAGE

Level 25: RIT Range 203-218

Goal 1: SENTENCE AND PARAGRAPH STRUCTURE

The student can recognize and use fundamental sentence and paragraph structure.

Subgoals tested:

- Word order
- Distinguish complete from incomplete sentences
- Distinguish questions, statements, directions/commands
- Know basic sentence patterns (N-V, N-V-V, etc.)
- Know basic sentence structures (simple, compound, etc.)
- * Know conventions of paragraph form and composition

Sample Item

Which is true of a paragraph?

1. A paragraph has several topic sentences.
2. A paragraph has one main idea.
3. A paragraph's main idea is always the first sentence.
4. A paragraph consists of at least five sentences.

- -

Goal 2: BASIC GRAMMAR

The student can use basic grammar correctly.

Subgoals tested:

- Distinguish possessive nouns
- Know final sounds of regular past tense verbs
- Distinguish verb tenses
- Know parts of speech
- * Know adverb forms
- Use verb-subject agreement
- Know adjective forms
- Know pronoun forms, uses

Sample Item

Read the two sequences showing comparative forms.

early, earlier, earliest
diligently, more diligently, most diligently

. Which would be correct for quickly?

1. quickly, more quickly, most quickly
2. quickly, quicklier, most quickly
3. quickly, more quickly, quickliest
4. quickly, quicklier, quickliest

Goal 3: PUNCTUATION

The student can punctuate correctly.

Subgoals tested:

- Use end punctuation
- Use commas
- Use linking punctuation
- * Use enclosing punctuation
- Use apostrophes for possessives

Sample Item

Which sentence has the quotation marks placed correctly?

1. "I think you should know", Tom said, "that you are sitting on wet paint."
2. "I think you should know," Tom said, "that you are sitting on wet paint."
3. "I think you should know, Tom said, "that you are sitting on wet paint."
4. "I think you should" know, Tom said, "that you are sitting on wet paint."

Goal 4: CAPITALIZATION

The student can capitalize correctly.

Subgoals tested:

- Use beginning capitalization
- * Capitalize titles
- * Capitalize proper nouns
- Capitalize proper adjectives

Sample Item

In which sentence should the underlined word not be capitalized?

1. This man is the Duke of Bedford.
2. The Pilgrims had a strong faith in God.
3. A General must fight and never surrender.
4. Dr. Smith and Ms. Williams work together.

Language Usage
Level 25: RIT Range 203-218
Continued

Goal 5: SPELLING

The student can spell correctly.

Subgoals tested:

. Perceive likeness/difference in word spellings
. Know correct spellings of common words
* Form plurals
. Know conventional abbreviations

Sample Item

Choose the missing word.

> My family went camping with Dick's family. Both _______________ like to hike and swim.

1. familes
2. families
3. familyes
4. familys

- -

Goal 6: WRITING

The student can write with coherence, clarity, economy and consistency.

Subgoals tested:

* Choose language appropriate for subject, purpose, audience
* Select/develop tone, mood
. Use images, symbols
. Use figures of speech
. Select/pattern sentences and paragraphs for composition's structure, purpose, subject
. Organize material in logical sequence
. Use various processes to develop themes (classification)

Sample Item

You want to convey the mood and not just the details of a beautiful, quiet evening spent on a hiking trip. Which passage would set the appropriate tone?

1. Following a strenuous day's hike, we found a suitable campsite. Soon the woods rang with the pounding of tent pegs and the chopping of firewood.
2. In the fading light, we found a lovely campsite in a secluded grove of tall, whispering cedars.
3. And now, friends, for an account of a truly unique event in the life of the writer.
4. It was almost dark and we were plenty tired. We finally found a place to camp, and everyone just crashed by the fire.

LANGUAGE USAGE

Level 26: RIT Range 211-227

Goal 1: SENTENCE AND PARAGRAPH STRUCTURE

The student can recognize and use fundamental sentence and paragraph structure.

Subgoals tested:

. Distinguish complete from incomplete sentences
. Distinguish questions, statements, directions/commands
* Know two basic parts of sentences
. Know basic sentence patterns (N-V, N-V-V, etc.)
. Know basic sentence structures (simple, compound, etc.)
. Know main, subordinate clauses
. Know types of phrases
. Know conventions of paragraph form and composition

Sample Item

Read the sentence.

Dan and several of his friends attended the showing.

. Which is the predicate of this sentence?

1. attended the showing
2. the showing
3. Dan
4. Dan and several of his friends

Language Usage
Level 26: RIT Range 211-227
Continued

Goal 2: BASIC GRAMMAR

The student can use basic grammar correctly.

Subgoals tested:

. Identify basic language units
. Distinguish possessive forms
. Know final sounds of regular past tense verbs
* Use irregular past tense verb forms
* Distinguish verb tenses
. Know adjective forms
. Know adverb forms
. Know pronoun forms, uses
. Know parts of speech

Sample Item

Choose the missing word.

> There ________ more adults than kids at the movie last night.

1. were
2. are
3. was
4. is

Goal 3: PUNCTUATION

The student can punctuate correctly.

Subgoals tested:

. Use commas
* Use linking punctuation
. Use apostrophes for possessives

Sample Item

Read the sentence.

> This next semester Georgia is taking the following classes algebra, science, English, and typing.

Which is the correct punctuation?

1. classes; algebra,
2. classes. algebra,
3. classes, algebra,
4. classes: algebra,

Goal 4: CAPITALIZATION

The student can capitalize correctly.

Subgoals tested:

- * Use beginning capitalization
- . Capitalize titles
- . Capitalize proper nouns
- . Capitalize proper adjectives

Sample Item

Which sentence has the words capitalized correctly?

1. She said, "The Tide is coming In."
2. She said, "The Tide is Coming In."
3. She said, "The tide is coming in."
4. She said, "the tide is coming in."

Goal 5: SPELLING

The student can spell correctly.

Subgoals tested:

- . Perceive likeness/difference in word spellings
- * Know correct spellings of common words
- . Know conventional abbreviations

Sample Item

Which word is not spelled correctly?

1. plunder
2. cematery
3. follow
4. satisfy

74

Language Usage
Level 26: RIT Range 211-227
Continued

Goal 6: WRITING

The student can write with coherence, clarity, economy and consistency.

Subgoals tested:

. Choose language appropriate for subject, purpose, audience
. Use figures of speech
* Select/pattern sentences and paragraphs for composition's structure, purpose, subject
* Organize material in logical sequence
* Use various processes to develop theme (classification, chronological order)

Sample Item

Which paragraph is written correctly?

1. The car drove away in the night. When Ann came home from school, she had to finish her homework. She wished she had done it at school.

2. Lon began to plan the things he would do in the summer. He would go fishing on his grandfather's farm. He'd also get to ride the pony. In July, he would spend a month at camp.

3. The logs began to burn. The flames licked at the pile of dry logs. The forest fire had begun. Then the wind began to blow.

4. The apple trees were in bloom. Our cat ate the dog's food. She licked her paws. Then she curled up and went to sleep.

LANGUAGE USAGE

Level 27: RIT Range 216-242

Goal 1: SENTENCE AND PARAGRAPH STRUCTURE

The student can recognize and use fundamental sentence and paragraph structure.

Subgoals tested:

- Word order
- Write complete sentences
- Distinguish questions, statements, directions/commands
- Know two basic parts of sentences
- Know basic sentence patterns (N-V, N-V-V, etc.)
- * Know basic sentence structures (simple, compound, etc.)
- Know main, subordinate clauses
- Know types of phrases
- Know conventions of paragraph form and composition

Sample Item

Read the sentence.

We bought our dishwasher when the store had its sale.

. This sentence is a

1. simple sentence
2. compound sentence
3. complex sentence
4. compound-complex sentence

Goal 2: BASIC GRAMMAR

The student can use basic grammar correctly.

Subgoals tested:

- Identify basic language units
- Distinguish possessive forms
- Use irregular past tense verb forms
- Know adjective forms
- * Know adverb forms
- Know parts of speech

Sample Item

Choose the missing word or words.

Of all the math problems in the book, they did this one ________________.

1. easier
2. more easily
3. most easily
4. easiest

Language Usage
Level 27: RIT Range 216-242
Continued

Goal 3: PUNCTUATION

The student can punctuate correctly.

Subgoals tested:

* Use end punctuation
. Use commas
. Use linking punctuation

Sample Item

Read the paragraph.

> "That's my pencil, Kelly," said Aaron. He held his pen beside it "See, they match exactly."

. Which part of the sentence is not punctuated corretly?

1. "That's my pencil, Kelly,"
2. said Aaron. He held
3. his pen beside it
4. "See, they match exactly."

Goal 4: CAPITALIZATION

The student can capitalize correctly.

Subgoals tested:

. Use beginning capitalization
. Capitalize titles
* Capitalize proper nouns

Sample Item

In which sentence should the underlined word or words be capitalized?

1. I refuse to leave the forests of western Oregon.
2. The national forests are a great natural resource.
3. He spoke of the alluring mysteries of the Far east.
4. She owns a popular Vietnamese restaurant.

Goal 5: SPELLING

The student can spell correctly.

Subgoals tested:

. Perceive likeness/difference in word spellings
* Know correct spellings of common words

Sample Item

Which sentence has the underlined word spelled correctly?

1. Ada was terribly upset with her dog.
2. The workers began to rapair the roads.
3. Governors have to make many speaches.
4. Most of the parants came to hear the choir.

- -

Goal 6: WRITING

The student can write with coherence, clarity, economy and consistency.

Subgoals tested:

. Use figures of speech
. Select/pattern sentences and paragraphs for composition's structure, purpose, subject
* Organize material in logical sequence
* Use various processes to develop theme (ordering chronologically)
. Know editing requirements

Sample Item

Read the paragraph.

> A. Now, at last, she could relax and forget the events of the morning. B. As she lay there, no matter how hard she tried, her thoughts kept wandering back to the accident. C. Celia was relieved to see that she was finally alone in the room. D. Tossing her coat on the nearest chair, she dropped her tired body on the huge oak bed she remembered so well. E. That accident, her one mistake, made everything different now!

. Which would be the order of the sentences to form a paragraph?

1. C, A, D, B, E
2. C, B, E, A, D
3. E, D, B, C, A
4. D, A, E, B, C

Portland Achievement Level Tests

MATHEMATICS GOALS

1. The student can add whole numbers.

2. The student can subtract whole numbers.

3. The student can multiply whole numbers.

4. The student can divide whole numbers.

5. The student can order, compare, rename and represent whole numbers.

6. The student can order, compare, rename and represent fractional numbers (fractions, decimals and percents).

7. The student can compute with fractions.

8. The student can compute with decimals and percents.

9. The student can use knowledge of geometry.

10. The student can use knowledge of measurement.

11. The student can interpret and use graphs, statistics and probability.

12. The student can solve story (word) problems.

13. The student can use the strategies and processes of problem solving.

NOTES: ORGANIZATION OF MATHEMATICS TEST SERIES

Beginning third graders take tests in the PRIMARY SERIES. These tests are printed in large, easy-to-read type and have a separate answer sheet for each test. They measure only goals 1, 2, 5, 9, 10, 11, 12 and 13.

SERIES A and C are designed for grades 4 and 5 in the fall of the year and grades 3 and 4 in the spring. They measure goals 1, 2, 3, 5, 9, 10, 11, 12 and 13. (Series E, G, etc., as they are developed, will follow the same design.)

SERIES B and D are designed for grades 6, 7, and 8 in the fall of the year and grades 5, 6, 7, and 8 in the spring. Goals 1 through 4 are measured only at lower levels. Goals 7 and 8 are phased in beginning with middle levels. (New tests following this design will be Series F, H, etc.)

NOTES: MATHEMATICS TESTS AND READING VOCABULARY

Reading and recognizing mathematics vocabulary is as necessary as recognizing mathematics symbols. Although reading at lower levels has been minimized, words such as the following are considered as part of beginning mathematics instruction and are used in test items:

less
tens
ones
triangle
square
money
straight
rectangle
circle
shortest
tallest
longest
in all
how far
how many
most
more
numbers
how many left
equals
farther
second
third
fourth
in order
pennies
corners
closed
figure
shape
size
time
sides

Also, words such as these may be found in some items.

none of these
balloons
find
which
buy
animals
zoo
birds
come
baseball
pictures
fit
who
missing piece
days
not

Portland Achievement Level Tests

MATH GOALS AND SUBGOALS

Goal 1: ADDITION OF WHOLE NUMBERS: The student can add whole numbers.

Subgoals:

A. One and two digit, without regrouping, horizontal and vertical.

B. Three digit, without regrouping, horizontal and vertical.

C. Two digit with regrouping, horizontal and vertical.

D. Three and four digit with regrouping, horizontal and vertical.

Goal 2: SUBTRACTION OF WHOLE NUMBERS: The student can subtract whole numbers.

Subgoals:

A. One and two digit, without regrouping, horizontal and vertical.

B. Three digit, without regrouping, horizontal and vertical.

C. Two and three digit, with regrouping, horizontal and vertical.

D. Four and five digit, with regrouping, horizontal and vertical.

Goal 3: MULTIPLICATION OF WHOLE NUMBERS: The student can multiply whole numbers.

Subgoals:

A. One, two, and three digit by one digit (e.g., 405 x 3).

B. Two, three, and four digit by two digit (e.g., 431 x 63).

C. Two, three, and four digit by three digit (e.g., 4323 x 825).

Goal 4: DIVISION OF WHOLE NUMBERS: The student can divide whole numbers.

Subgoals:

A. Two and three digit dividend, one digit divisor (e.g., 26-3, 4 128).

B. Two, three, and four digit dividend, one and two digit divisors.

C. Three and four digit dividend, one and two digit divisors, with remainders.

D. Four and five digit dividend, two and three digit divisors, with remainders.

Math Goals and Subgoals (cont.)

Goal 5: WHOLE NUMBER NUMERATION: The student can order, compare, rename, and represent whole numbers.

Subgoals:

A. Order of numbers under ten; counting.

B. More and less.

C. Grouping by tens and ones; place value.

D. Order of two digit numbers.

E. Expanded notation; place value.

F. Order of three digit numbers.

G. Renaming numbers, two and three digit.

H. Reading/writing numerals to 1,000.

I. Estimating sums.

J. Reading/writing numerals to 10,000.

K. Rounding numbers.

L. Estimating differences.

M. Numeration through millions.

N. Order numbers with exponents.

O. Renaming including scientific notation.

P. Prime factors.

Goal 6: FRACTIONAL NUMBER NUMERATION: The student can order, compare, rename, and represent fractional numbers (fractions, decimals, and percents).

Subgoals:

A. Picture to fraction.

B. Ordering, comparing, renaming, representing.

    B.1 Fractions to hundredths.

    B.2 Decimals to hundredths.

  - B.3 Fraction to/from fraction.
  - B.4 Decimal to/from decimal.
  - B.5 Fraction to/from decimal to thousandths.

C. Ratios and percents.

D. Finding common denominator.

E. Fractions to/from decimals to/from percent.

F. Ratio and proportion.

G. Place value to right of decimal point.

H. Scientific notation.

Goal 7: COMPUTATION WITH FRACTIONS: The student can compute with fractions.

Subgoals:

A. Add/subtract fractions.

B. Add mixed numbers, like denominators.

C. Subtract mixed numbers, like denominators.

D. Add/subtract mixed numbers, unlike denominators.

E. Miltiply mixed numbers, like and unlike denominators.

F. Divide mixed numbers, like and unlike denominators.

Goal 8: COMPUTATION WITH DECIMALS AND PERCENT: The student can compute with decimals and percents.

Subgoals:

A. Add/subtract decimals to hundredths.

B. Add/subtract/multiply decimals to thousandths.

C. Add/subtract/multiply percents.

D. Divide with decimals and percents.

E. Estimate computations, mixed decimals, and percents.

Math Goals and Subgoals (cont.)

Goal 9: GEOMETRY: The student can use knowledge of geometry.

Subgoals:

A. Recognize simple geometric shapes (square, triangle, circle, rectangle).

B. Number of sides of a figure; concept "inside", concept "closed figure".

C. Recognize like figures of different size or position (form constancy).

D. Compare shapes and sizes.

E. Recognize common two-dimensional figures.

F. Find perimeter of figure with all dimensions given.

G. Recognize common three-dimensional figures.

H. Concept of area.

I. Parts of a circle.

J. Shapes and angles.

K. Congruent shapes; concept "congruence".

L. Parallel and intersecting lines.

M. Perimeter of polygons.

N. Area and volume.

O. Parallel and perpendicular lines.

P. Angle classification.

Q. Congruent figures.

R. Lines, line segments, angles.

S. Congruent and similar figures.

Goal 10: MEASUREMENT: The student can use knowledge of measurement.

Subgoals:

A. Length

A.1 Inches.

  - A.2 Centimeters.
  - A.3 Metric units.
  - A.4 Estimation, English and metric.
  - A.5 Comparison of English and metric.
  - A.6 Comparison of lengths.
- B. Time.
  - B.1 Hours, half hours.
  - B.2 Quarter hours.
  - B.3 Minutes after and before hour.
  - B.4 Addition/subtraction, hours and minutes.
  - B.5 Calendar days, weeks.
- C. Money.
  - C.1 Value of U.S. coins under a dollar.
  - C.2 Counting.
  - C.3 Computation, making change.
- D. Temperature.
  - D.1 Celsius and Fahrenheit to nearest five degrees.
  - D.2 Celsius and Fahrenheit to nearest degree.
  - D.3 Celsius - Fahrenheit comparisons.
- E. Capacity (English).
  - E.1 Common units (cup, quart, etc.).
  - E.2 Conversions (cup, to quart, etc.).
- F. Mass (metric).
  - F.1 Units.
  - F.2 Estimation.
  - F.3 Conversions within metric system.

Math Goals and Subgoals (cont.)

- G. Weight.
  - G.1 English units, reading scales.
  - G.2 Estimation.
- H. Conversions within English systems.
- I. Conversions within metric systems.
- J. Comparisons, English and metric.
- K. Operations on units of measurement.
- L. Select appropriate unit.

Goal 11: GRAPHS: The student can use graphs, statistics, and probability.

Subgoals:

- A. Interpret graphs.
  - A.1 Count, compare from pictographs.
  - A.2 Count, compare from bar graphs.
  - A.3 Interpret bar and line graphs.
  - A.4 Interpret circle graphs.
  - A.5 Interpret curved line graphs.
- B. Read charts and tables.
- C. Probability.
  - C.1 Simple probability of event as a fraction.
  - C.2 Probability of simple events.
- D. Statistics.
  - D.1 Determine averages (mean).
  - D.2 Determine mean, medium, mode for simple distribution.
  - D.3 Determine mean, medium, mode from grouped and ungrouped data.
  - D.4 Interpret charts and tables.

Goal 12: WORD PROBLEMS: The student can solve story (word) problems.

Subgoals:

A. Counting.

B. Simple addition/subtraction.

C. Multiplication.

D. Division.

E. One or more steps commensurate with level of computation skill.

F. More than one step, factors, percent.

G. Application of measurement/computation knowledge and skills, more than one step.

Goal 13: PROBLEM SOLVING: The student can use strategies and processes of problem solving.

Subgoals:

A. Recognize patterns.

B. Select operation (addition, subtraction).

C. Number sequences (odd, even).

D. Geometric sequences.

E. Attributes.

F. Reasoning skills.

G. Comparison.

H. Extension of patterns.

I. Number and geometric patterns.

J. Properties of operations.

K. Logic and reasoning.

L. Number sentences.

M. Operations on integers.

MATH - Primary Series

Level 011: RIT Range 149-166

Goal 1: ADDITION OF WHOLE NUMBERS

Subgoal tested:

The student can add whole numbers.

* One and two digit, without regrouping, horizontal and vertical

Sample Item

$32 + 23 = \boxed{}$

A. 9

B. 45

C. 54

D. 55

E. none of these

Goal 2: SUBTRACTION OF WHOLE NUMBERS

Subgoal tested:

The student can subtract whole numbers.

* One and two digit, without regrouping, horizontal and vertical

Sample Item

$$\boxed{\begin{array}{r} 10 \\ -\ 6 \\ \hline \end{array}}$$

A. 4

B. 6

C. 8

D. 16

E. none of these

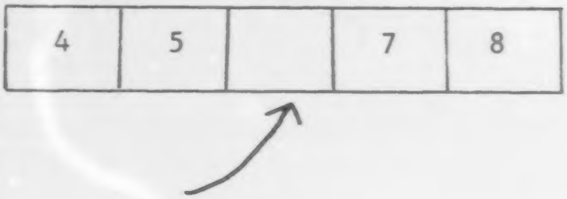
Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

- * Order of numbers under ten
- . More and less counting objects
- . Counting objects (under 20)
- . Counting by 10's

Sample Item



A. 4
B. 5
C. 6
D. 11
E. 7

- -

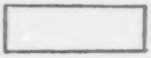
Goal 9: GEOMETRY

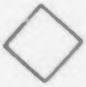
The student can use knowledge of geometry.

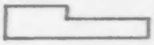
Subgoals tested:

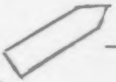
- * Recognize simple geometric shapes (square, triangle, circle, rectangle)
- . Use concept "inside"

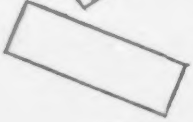
Sample Item

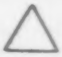
Find a 

A. 

B. 

C. 

D. 

E. 

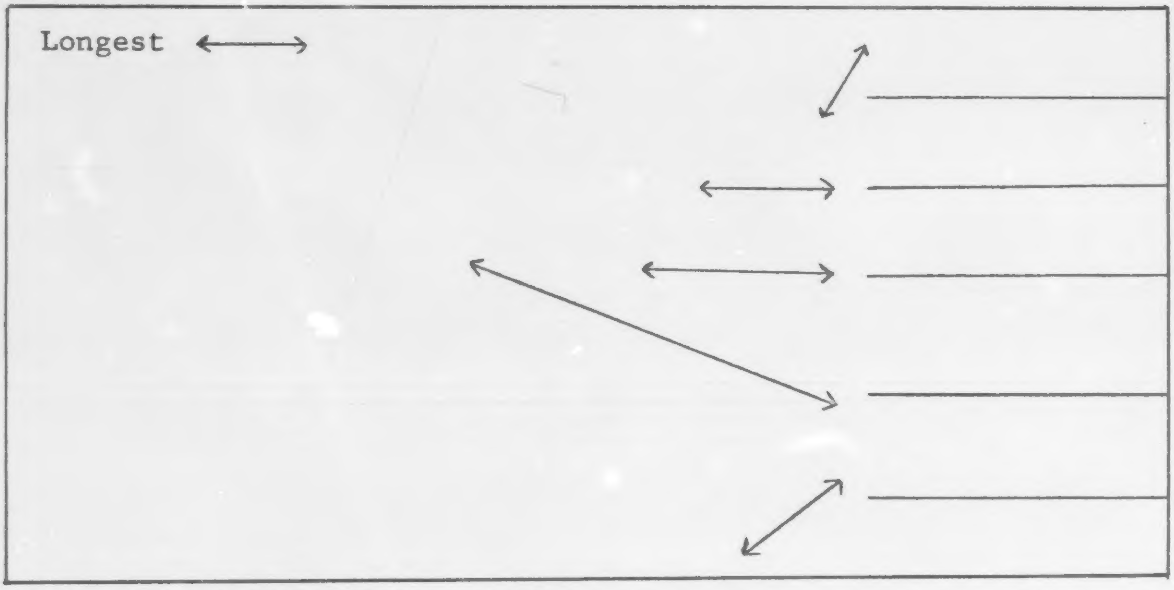
Goal 10: MEASUREMENT

The student can use knowledge of measurement.

Subgoals tested:

- . Length in centimeters
- . Time: hours, half-hours, calendar days
- * Compare lengths

Sample Item



- -

Goal 11: GRAPHS

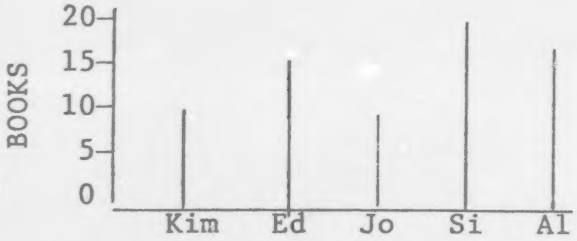
The student can use graphs, statistics and probability.

Subgoals tested:

- . Count, compare from pictographs
- * Count, compare from bar graphs

Sample Item

Most books?



A. Kim __________

B. Ed __________

C. Jo __________

D. Si __________

E. Al __________

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

. Counting
* Simple addition/subtraction

Sample Item

3 cats on the car.
4 more cats come.
2 cats go.
How many cats are left on the car?

A. 3 ____
B. 4 ____
C. 5 ____
D. 7 ____
E. 9 ____

- -

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

. Select operation (addition, subtraction)
* Number sequences (odd, even, by 5's, etc.)

Sample Item

Which number does NOT fit?

5, 10, 11, 15, 20

A. 20
B. 11
C. 5
D. 15
E. 10

MATH - Primary Series

Level 012: RIT Range 149-169

Goal 1: ADDITION OF WHOLE NUMBERS

The student can add whole numbers.

Sample Item

$$\boxed{\begin{array}{r}3\\4\\+1\\\hline\end{array}}$$

Subgoal tested:

- * One and two digit, without regrouping, horizontal and vertical

A. 4
B. 5
C. 6
D. 7
E. 8

- -

Goal 2: SUBTRACTION OF WHOLE NUMBERS

The student can subtract whole numbers.

Sample Item

$$\boxed{\begin{array}{r}52\\-\underline{31}\end{array}}$$

Subgoal tested:

- * One and two digit, without regrouping, horizontal and vertical

A. 83 ________________
B. 31 ________________
C. 21 ________________
D. 81 ________________
E. none of these ______

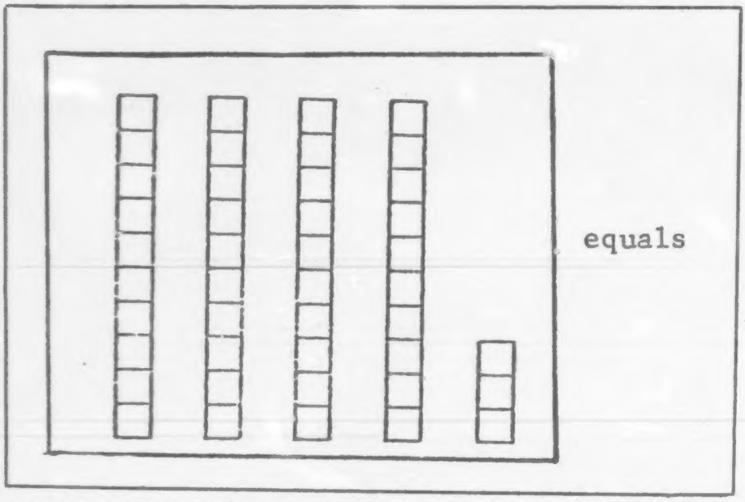
Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Sample item

Subgoals tested:

- . Order of numbers under ten
- . More and less counting objects
- * Grouping by tens and ones
- . Order of two digit numbers



equals

A. 5 tens 3 ones____

B. 40 tems 3 ones___

C. 3 tens 4 ones____

D. 4 tens 4 ones____

E. 4 tens 3 ones____

- -

Goal 9: GEOMETRY

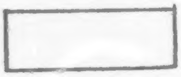
The student can use knowledge of geometry.

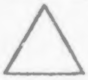
Subgoals tested:

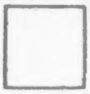
- * Recognize simple geometric shapes (square, triangle, circle, rectangle)
- . Concept "closed figure"

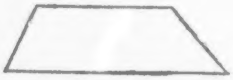
Sample Item

Which is the triangle?

A.  ____________________

B.  ____________________

C.  ____________________

D.  ____________________

E. none of these ____________________

Math - Primary Series
Level 012: RIT Range 149-169
Continued

Goal 10: MEASUREMENT

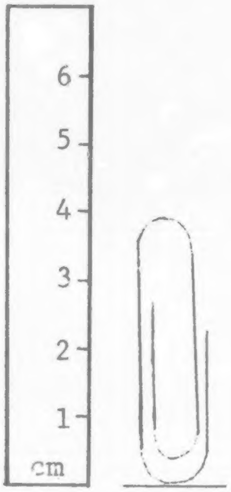
The student can use knowledge of measurement.

Subgoals tested:

- * Length in centimeters
- . Time: hours, half-hours, calendar days
- . Money: counting

Sample Item

How tall?



A. 2 cm

B. 3 cm

C. 4 cm

D. 5 cm

E. None of these

- -

Goal 11: GRAPHS

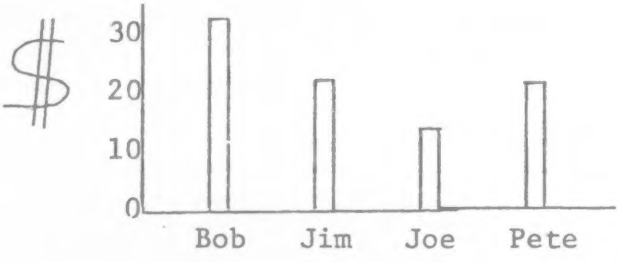
The student can use graphs, statistics and probability.

Subgoals tested:

- . Count, compare from pictographs
- * Count, compare from bar graphs

Sample Item

Which boy has the least money?



A. Pete ______________

B. Joe ______________

C. Bob ______________

D. Jim ______________

E. all of them _______

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

- Simple addition/subtraction
- One or more steps commensurate with level of computation skill

Sample Item

Pat had 13 marbles.

She lost 3 marbles.

How many are left?

A. 7

B. 9

C. 10

D. 11

E. 16

- -

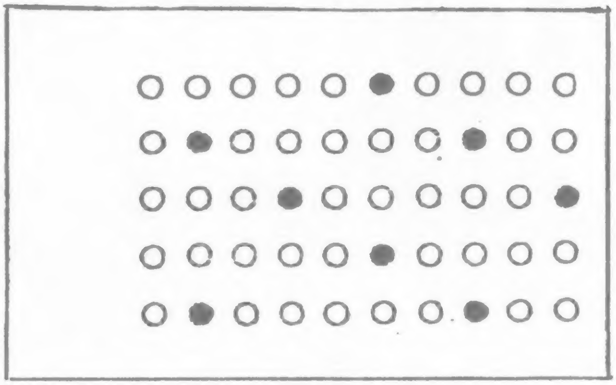
Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoal tested:

- Counting

Sample Item



A. 3's

B. 6's

C. 2's

D. 4's

E. 7's

MATH - Primary Series

Level 013: RIT Range 160-179

Goal 1: ADDITION OF WHOLE NUMBERS

The student can add whole numbers.

Subgoals tested:

- . One and two digit, without regrouping, horizontal and vertical
- . Three digit, without regrouping, horizontal and vertical
- * Two digit, with regrouping, horizontal and vertical

Sample Item

$$86 \quad + \quad 17 \quad = \quad \boxed{}$$

A. 93
B. 913
C. 103
D. 105
E. 101

- -

Goal 2: SUBTRACTION OF WHOLE NUMBERS

The student can subtract whole numbers.

Subgoals tested:

- * One and two digit, without regrouping, horizontal and vertical
- . Three digit, without regrouping, horizontal and vertical

Sample Item

$$\begin{array}{r} 78 \\ \underline{-52} \end{array}$$

A. 24
B. 62
C. 26
D. 6
E. 36

Math - Primary Series
Level 013: RIT Range 160-179
Continued

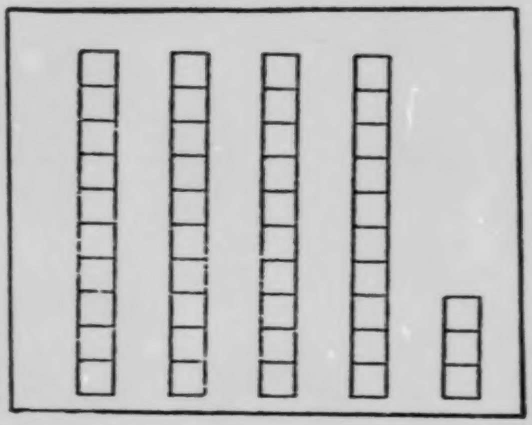
Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

. Order of numbers under ten
. More and less counting objects
* Grouping by tens and ones
. Order of two digit numbers

Sample item



equals

A. 5 tens 3 ones

B. 40 tens 3 ones

C. 3 tens 4 ones

D 4 tens 4 ones

E. 4 tens 3 ones

- -

Goal 9: GEOMETRY

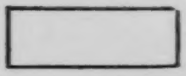
The student can use knowledge of geometry.

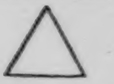
Subgoals tested:

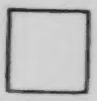
* Recognize simple geometric shapes (square, triangle, circle, rectangle)
. Number of sides of a figure
. Recognize like figures of different size or position
. Distinguish open and closed figures

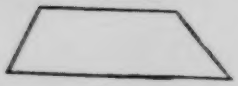
Sample Item

Which is the square?

A. 

B. 

C. 

D. 

E. none of these

97

Math - Primary Series
Level 013: RIT Range 160-179
Continued

Goal 10: MEASUREMENT

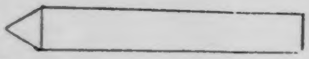
The student can use knowledge of measurement.

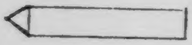
Subgoals tested:

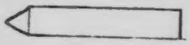
- * Compare lengths
- . Length in centimeters
- . Time: hours, half-hours
- . Count money

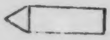
Sample Item

Shortest?

A.  ____________________

B.  ____________________

C.  ____________________

D.  ____________________

E. ____________________

- -

Goal 11: GRAPHS

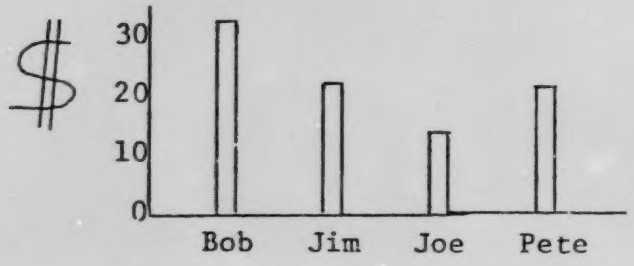
The student can use graphs, statistics and probability.

Subgoals tested:

- . Count, compare from pictographs
- * Count, compare from bar graphs

Sample Item

Which boy has the least money?



A. Pete ____________

B. Joe ____________

C. Bob ____________

D. Jim ____________

E. all of them ______

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

- * Simple addition/subtraction
- . One or more steps commensurate with level of computation skill

Sample Item

Kim planted 13 trees.
3 trees did not grow.
How many trees grew?

A. 7_______
B. 9_______
C. 10______
D. 11______
E. 16______

- -

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

- . Recognize patterns
- * Select operation
- . Number sequences
- . Comparison

Sample Item

14 ◯ 6 = 8

A. +
B. -
C. x
D. ÷
E. none of these

MATH - Primary Series

Level 014: RIT Range 169-189

Goal 1: ADDITION OF WHOLE NUMBERS

The student can add whole numbers.

Subgoals tested:

- Three digit, without regrouping, horizontal and vertical
- Two digit, with regrouping, horizontal and vertical
* Three and four digit, with regrouping, horizontal and vertical

Sample Item

$$\boxed{\begin{array}{r} 254 \\ +\underline{246} \end{array}}$$

A. 590

B. 490

C. 510

D. 500

E. None of these

Goal 2: SUBTRACTION OF WHOLE NUMBERS

The student can subtract whole numbers.

Subgoals tested:

- One and two digit, without regrouping, horizontal and vertical
* Three digit, without regrouping, horizontal and vertical

Sample Item

$$\boxed{\begin{array}{r} 879 \\ \underline{-673} \end{array}}$$

A. 207

B. 26

C. 6

D. 206

E. none of these

Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

- . Order of numbers under ten
- . More and less
- . Grouping by tens and ones
- . Renaming numbers, two and three digit
- * Reading/writing numerals to 10,000

Sample Item

Seven thousand is the same as:

A. 70,000

B. 700

C. 700,000

D. 7,000

E. none of these

- -

Goal 9: GEOMETRY

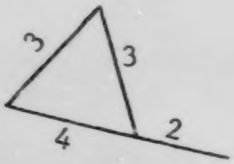
The student can use knowledge of geometry.

Subgoals tested:

- . Recognize simple geometric shapes (square, triangle, circle, rectangle)
- . Recognize like figures of different size or position
- * Find perimeter of a figure with all dimensions given

Sample Item

Find the perimeter of the triangle.



A. 6

B. 7

C. 10

D. 12

E. none of these

Math - Primary Series
Level 014: RIT Range 169-189
Continued

Goal 10: MEASUREMENT

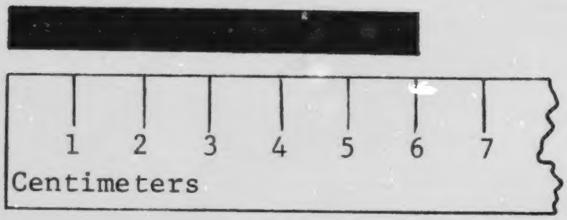
The student can use knowledge of measurement.

Subgoals tested:

. Compare lengths
* Length in centimeters
. Estimate length, English and metric
. Time: calendar days, weeks
. Money: counting

Sample Item

What is the length of this bar?



A. 1 centimeter

B. 3 centimeters

C. 5 centimeters

D. 6 centimeters

E. none of these

Goal 11: GRAPHS

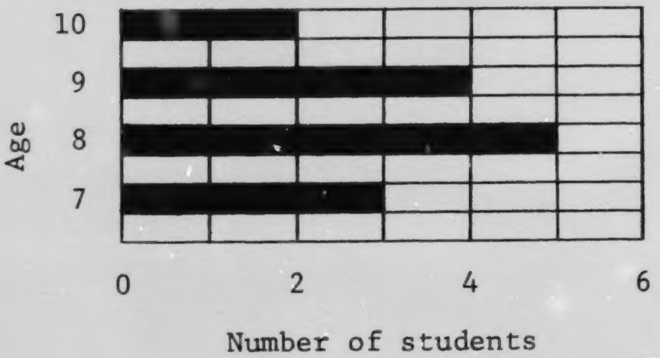
The student can use graphs, statistics and probability.

Subgoals tested:

. Count, compare from pictographs
* Count, compare from bar graphs

Sample Item

What age are most students?



A. 7

B. 8

C. 9

D. 10

E. none of these

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Sample Item

Gas tank before a trip was full with 12 gallons of gas.
Used 8 gallons on the trip.
Put in 5 gallons.
How much in tank?

Subgoals tested:

- * Simple addition/subtraction
- . One or more steps commensurate with level of computation skill

A. 4 gallons

B. 5 gallons

C. 7 gallons

D. 9 gallons

E. 12 gallons

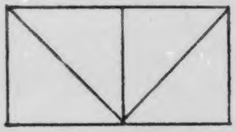
- -

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Sample Item

How many triangles?



Subgoals tested:

- * Recognize patterns
- . Select operation
- . Number sequences
- . Geometric sequences
- . Extend patterns

A. 3

B. 4

C. 2

D. 5

E. none of these

MATH - Primary Series

Level 015: RIT Range 179-200

Goal 1: ADDITION OF WHOLE NUMBERS

The student can add whole numbers.

Subgoals tested:

. Two digit, with regrouping, horizontal and vertical
* Three and four digit, with regrouping, horizontal and vertical

Sample Item

$$\boxed{\begin{array}{r}345\\ +237\\ \hline\end{array}}$$

A. 581

B. 672

C. 5712

D. 582

E. 670

- -

Goal 2: SUBTRACTION OF WHOLE NUMBERS

The student can subtract whole numbers.

Subgoals tested:

. Three digit, without regrouping, horizontal and vertical
* Two and three digit, with regrouping, horizontal and vertical

Sample Item

$$\boxed{\begin{array}{r}52\\ -27\\ \hline\end{array}}$$

A. 35

B. 25

C. 79

D. 26

E. none of these

Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

* Expanded notation
* Rename numbers, two and three digit
. Read/write numerals to 10,000

Sample Item

The 4 in 439 equals

A. 4 ones

B. 400

C. one hundred

D. 4 tens

E. 40

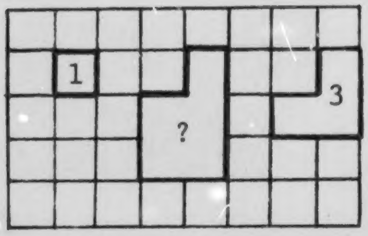
Goal 9: GEOMETRY

The student can use knowledge of geometry.

Subgoals tested:

. Recognize simple geometric shapes (square, triangle, circle, rectangle)
. Find permimeter of a figure with all dimensions given
. Recognize common three-dimensional figures
* Concept of area

Sample Item



A. 3

B. 4

C. 5

D. 6

E. 7

Math - Primary Series
Level 015: RIT Range 179-200
Continued

Goal 10: MEASUREMENT

The student can use knowledge of measurement.

Subgoals tested:

- . Estimate length, English and metric
- * Time: addition/subtraction, hours and minutes
- . Time: calendar days, weeks
- . Temperature: Celsius and Fahrenheit to nearest five degrees

Sample Item

Two hours is the same as:

A. 45 min.

B. 60 min.

C. 90 min.

D. 120 min.

E. 200 min.

- -

Goal 11: GRAPHS

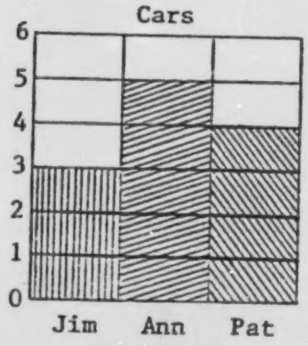
The student can use graphs, statistics and probability.

Subgoals tested:

- . Count, compare from pictographs
- . Count, compare from bar graphs
- . Interpret bar and line graphs

Sample Item

How many cars do the three children have altogether?



A. 3

B. 5

C. 4

D. 8

E. 12

Math - Primary Series
Level 015: RIT Range 179-200
Continued

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

* Counting
. Simple addition/subtraction
. One or more steps commensurate with level of computation skill

Sample Item

Erica lives in the first house on the block. Denise lives in the fifth house on the same block. How many houses are there between their houses?

A. 1
B. 2
C. 3
D. 4
E. 5

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

* Number sequences
. Geometric sequences
* Extension of patterns

Sample Item

Which number does NOT fit?

2, 5, 8, 11, 14, 18

A. 8
B. 14
C. 5
D. 11
E. 18

MATH - Series A or C

Level 11: RIT Range 150-169

Goal 1: ADDITION OF WHOLE NUMBERS

The student can add whole numbers.

Sample Item

$4 + 8 = \boxed{}$

A. 10

B. 11

C. 12

D. 48

E. 13

Subgoal tested:

- One and two digit, without regrouping, horizontal and vertical

- -

Goal 2: SUBTRACTION OF WHOLE NUMBERS

The student can subtract whole numbers.

Sample Item

$12 - 5 = \boxed{}$

A. 3

B. 6

C. 7

D. 9

E. none of these

Subgoal tested:

- One and two digit, without regrouping, horizontal and vertical

Goal 3: MULTIPLICATION OF WHOLE NUMBERS

The student can multiply whole numbers.

Subgoal tested:

- * One and two digit by one digit

Sample Item

$$\begin{array}{r} 2 \\ \times\ 5 \\ \hline \boxed{} \end{array}$$

A. 0
B. 5
C. 10
D. 12
E. 7

Goal 5: WHOLE NUMBER NUMERATION

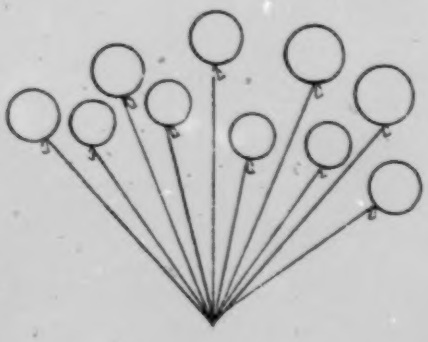
The student can order, compare, rename and represent whole numbers.

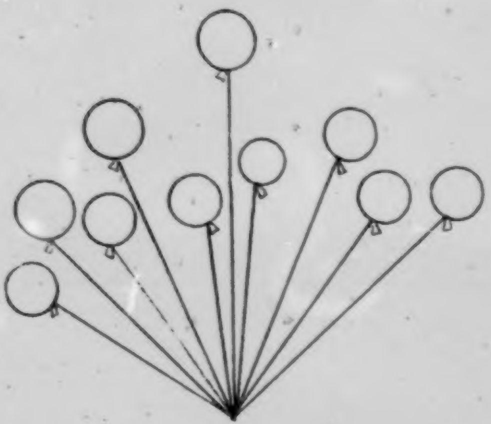
Subgoals tested:

- * Order of numbers under ten
- . More or less
- . Grouping by tens and ones

Sample Item

How many 🎈 ?





A. 2 🎈's
B. 12 🎈's
C. 20 🎈's
D. 22 🎈's
E. 200 🎈's

Math - Series A or C
Level 11: RIT Range 150-169
Continued

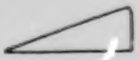
Goal 9: GEOMETRY

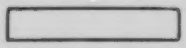
The student can use knowledge of geometry.

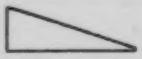
Subgoals tested:

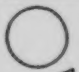
- * Recognize simple geometric shapes (square, triangle, circle, rectangle)
- . Recognize like figures of different size or position
- . Distinguish open and closed figures

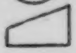
Sample Item

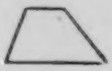
Find a 

A. 

B. 

C. 

D. 

E. 

- -

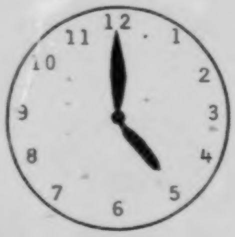
Goal 10: MEASUREMENT

The student can use knowledge of measurement.

Subgoals tested:

- . Compare lengths
- . Length in centimeters
- * Time: hours, half-hours
- . Time: calendar days, weeks
- . Temperature: Celsius and Fahrenheit to nearest five degrees

Sample Item



The time is ____ : ____

A. 5:00

B. 12:25

C. 5:12

D. 4:00

E. none of these

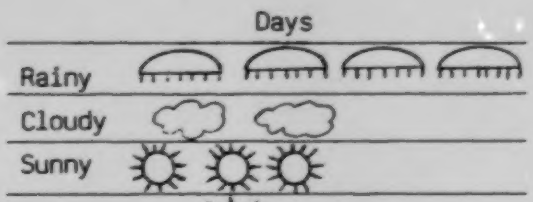
Goal 11: GRAPHS

The student can use graphs, statistics and probability.

Subgoal tested:

- Count, compare from pictographs

Sample Item



How many ☀ days?

A. 9

B. 2

C. 4

D. 3

E. none of these

- -

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

- Simple addition/subtraction
- One or more steps commensurate with level of computation skill

Sample Item

Gary has 5 red ballons, 3 blue ballons and 8 green balloons. How many balloons does he have?

A. 8

B. 11

C. 13

D. 16

E. none of these

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

- * Recognize patterns
- . Select operation
- * Number sequences

Sample Item

Which number does NOT fit?

3, 6, 9, 13, 15

A. 15

B. 13

C. 9

D. 6

E. 3

MATH - Series A or C

Level 12: RIT Range 160-179

Goal 1: ADDITION OF WHOLE NUMBERS

The student can add whole numbers.

Subgoals tested:

- One and two digit, without regrouping, horizontal and vertical
- Three digit, without regrouping horizontal and vertical
- * Two digit with regrouping, horizontal and vertical

Sample Item

$$\begin{array}{r} 34 \\ +\ \underline{17} \end{array}$$

A. 41

B. 411

C. 52

D. 51

E. 61

Goal 2: SUBTRACTION OF WHOLE NUMBERS

The student can subtract whole numbers.

Subgoals tested:

- One and two digit, without regrouping, horizontal and vertical
- * Three digit, without regrouping horizontal and vertical
- Two and three digit with regrouping, horizontal and vertical

Sample Item

$$\begin{array}{r} 876 \\ -\ \underline{241} \end{array}$$

A. 625

B. 435

C. 635

D. 637

E. none of these

Math - Series A or C
Level 12: RIT Range 160-179
Continued

Goal 3: MULTIPLICATION OF WHOLE NUMBERS

The student can multiply whole numbers.

Subgoal tested:

* One and two digit by one digit

Sample Item

2 x 14 = ☐

A. 8

B. 16

C. 20

D. 24

E. 28

- -

Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

* More or less
. Grouping by tens and ones
. Expanded notation
. Renaming numbers, two and three digit

Sample Item

Which number is largest?

A. 375

B. 537

C. 735

D. 573

E. 753

114

Goal 9: GEOMETRY

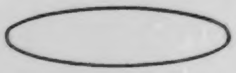
The student can use knowledge of geometry.

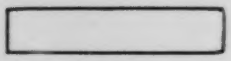
Subgoals tested:

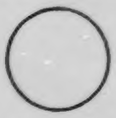
- * Recognize simple geometric shapes (square, triangle, circle, rectangle)
- . Recognize like figures of different size or position

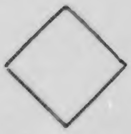
Sample Item

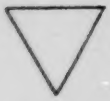
Which one is the triangle?

A. 

B. 

C. 

D. 

E. 

- -

Goal 10: MEASUREMENT

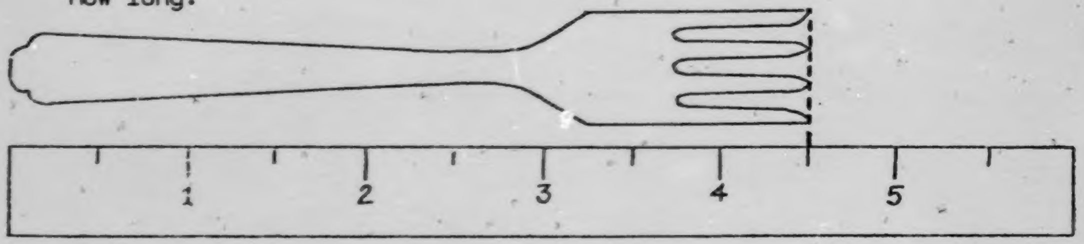
The student can use knowledge of measurement.

Subgoals tested:

- . Compare lengths
- * Length: inches, centimeters
  Time: hours, half-hours minutes after the hour
- . Money: counting coins under a dollar

Sample Item

How long?



A. $4\frac{1}{2}$ inches

D. $5\frac{1}{2}$ inches

B. 4 inches

E. none of these

C. 5 inches

Math - Series A or C
Level 12: RIT Range 160-179
Continued

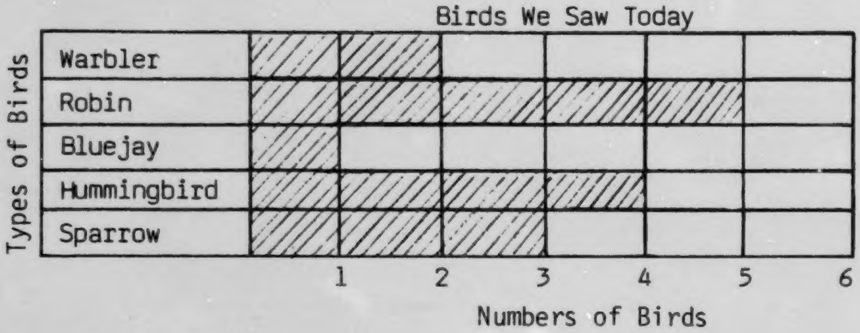
Goal 11: GRAPHS

The student can use graphs, statistics and probability.

Subgoals tested:

. Count, compare from pictographs
* Count, compare from bar graphs

Sample Item



Most birds?

A. Warblers

B. Robins

C. Bluejays

D. Hummingbirds

E. Sparrows

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

* Simple addition/subtraction
* One or more steps commensurate with level of computation skill

Sample Item

Ann caught 15 fish. 8 were too small so she threw them back. How many did she keep?

A. 7

B. 8

C. 9

D. 11

E. 12

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

- * Select operation
- . Number sequences
- . Geometric sequences
- . Reasoning skills
- . Comparison

Sample Item

14 ○ 8 = 6

A. -

B. >

C. <

D. +

E. none of these

Level 13: RIT Range 170-189

Goal 1: ADDITION OF WHOLE NUMBERS

The student can add whole numbers.

Subgoals tested:

- . Two digit, with regrouping, horizontal and vertical
- * Three and four digit with regrouping, horizontal and vertical

Sample Item

$$\begin{array}{r} 523 \\ +\ \underline{368} \end{array}$$

A. 889

B. 8,811

C. 892

D. 891

E. none of these

Goal 2: SUBTRACTION OF WHOLE NUMBERS

The student can subtract whole numbers.

Subgoals tested:

- . Two and three digit, without regrouping, horizontal and vertical
- * Two and three digit with regrouping, horizontal and vertical

Sample Item

$$\begin{array}{r} 62 \\ -\ \underline{16} \end{array}$$

A. 46

B. 56

C. 54

D. 48

E. none of these

118

Goal 3: MULTIPLICATION OF WHOLE NUMBERS

The student can multiply whole numbers.

Subgoal tested:

* One and two digit by one digit

Sample Item

$2 \times 16 = \boxed{}$

A. 18

B. 36

C. 32

D. 40

E. none of these

Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

* More or less
* Order of two and three digit numbers
. Expanded notation
. Rounding numbers
. Renaming numbers, two and three digit

Sample Item

One less than 870 is:

A. 871

B. 860

C. 869

D. 861

E. 770

Math - Series A or C
Level 13: RIT Range 170-189
Continued

Goal 9: GEOMETRY

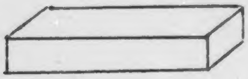
The student can use knowledge of geometry.

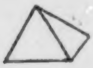
Subgoals tested:

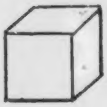
. Recognize simple geometric shapes (square, triangle, circle, rectangle)
. Recognize like figures of different size or position
. Concept of congruence
* Recognize common three-dimensional figures

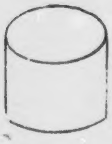
Sample Item

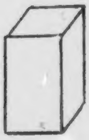
Which figure is a cube?

A.


B.


C.


D.


E.


- -

Goal 10: MEASUREMENT

The student can use knowledge of measurement.

Subgoals tested:

. Estimate lengths
* Time: minutes before and after the hour
. Time: calendar days, weeks
. Money: counting coins under a dollar

Sample Item

The time 1 minute later than 10:59 is:

A. 11:00

B. 12:00

C. 10:59:01

D. 11:01

E. none of these

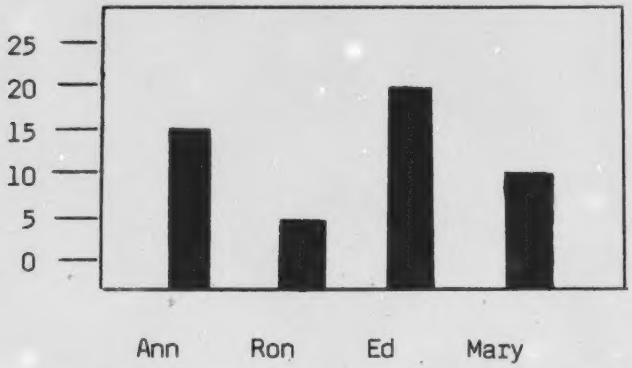
Goal 11: GRAPHS

The student can use graphs, statistics and probability.

Subgoals tested:

. Count, compare from pictographs
* Count, compare from bar graphs

Sample Item



Votes for Class President

Who has exactly 15 votes?

A. Ann
B. Ron
C. Ed
D. Mary
E. none of these

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

. Simple addition/subtraction
* Multiplication
. Division
. One or more steps commensurate with level of computation skill

Sample Item

Chris took four bottles back to the store. They were worth 5¢ each. How much money did she get for the bottles?

A. 5¢
B. 10¢
C. 15¢
D. 20¢
E. 25¢

Math - Series A or C
Level 13: RIT Range 170-189
Continued

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

. Recognize patterns
. Select operation
* Number sequences
. Geometric sequences
* Extend patterns

Sample Item

Code:

Code:	L	S	B	A	K	E	D	Y	U
	1	2	3	4	5	6	7	8	9

What does it say?

3	1	9	6		2	5	8

A. BLUE DAY

B. BUCK DAY

C. BAKE DAY

D. BLUE SKY

E. none of these

MATH - Series A or C

Level 14: RIT Range 180-199

Goal 1: ADDITION OF WHOLE NUMBERS

The student can add whole numbers.

Sample Item

$$\begin{array}{r} 21 \\ 140 \\ 16 \\ 326 \\ +\ \underline{7} \end{array}$$

A. 400

B. 410

C. 490

D. 500

E. 510

Subgoal tested:

* Two, three and four digit with regrouping, horizontal and vertical

---

Goal 2: SUBTRACTION OF WHOLE NUMBERS

The student can subtract whole numbers.

Sample Item

$$\begin{array}{r} 707 \\ -\ \underline{608} \end{array}$$

A. 79

B. 97

C. 99

D. 315

E. none of these

Subgoal tested:

* Two, three and four digit with regrouping, horizontal and vertical

Goal 3: MULTIPLICATION OF WHOLE NUMBERS

The student can multiply whole numbers.

Subgoal tested:

* One, two and three digit by one digit

Sample Item

$$\begin{array}{r} 37 \\ \times\ \underline{8} \end{array}$$

A. 303

B. 286

C. 316

D. 268

E. none of these

Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

. More or less
. Grouping by tens and ones
. Expanded notation
* Renaming numbers
. Order of three-digit numbers
. Rounding numbers
. Reading/writing numerals to 10,000

Sample Item

67 equals

A. 6 tens and 0 ones

B. 67 tens

C. 5 tens and 17 ones

D. 5 tens and 27 ones

E. 60 tens and 7 ones

Goal 9: GEOMETRY

The student can use knowledge of geometry.

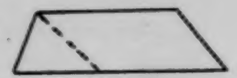
Subgoals tested:

- . Find perimeter of figure with all dimensions given
- . Recognize common three-dimensional figures
- . Concept of area
- * Shapes and angles
- . Congruent shapes

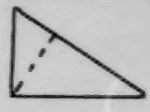
Sample Item

Which shows a diagonal?

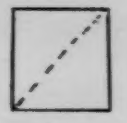
A.



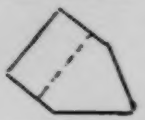
B.



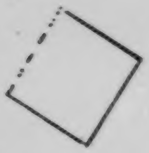
C.



D.



E.



- -

Goal 10: MEASUREMENT

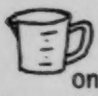
The student can use knowledge of measurement.

Subgoals tested:

- . Length in centimeters
- . Estimate length, English and metric
- . Time: minutes after and before the hour
- . Money: counting, computation
- . Temperature: Celsius and Fahrenheit to nearest five degrees
- * Capacity: common units, conversions
- . Conversions within English systems
- . Conversions within metric system

Sample Item

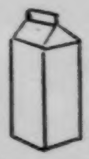
How many



's

one cup

in



?

one quart

A. 2
B. 6
C. 3
D. 8
E. 4

Math - Series A or C
Level 14: RIT Range 180-199
Continued

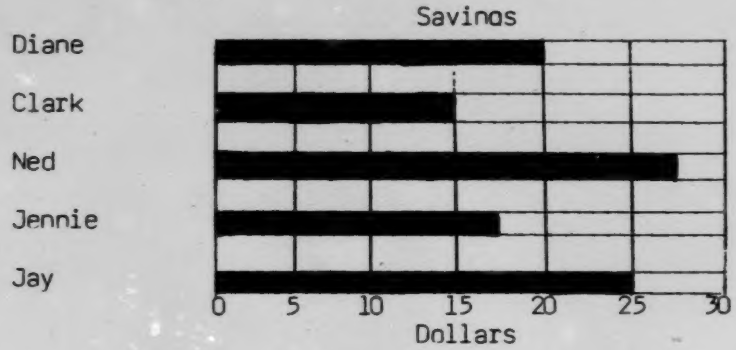
Goal 11: GRAPHS

The student can use graphs, statistics and probability.

Subgoals tested:

. Count, compare from pictographs
* Count, compare from bar graphs
. Interpret bar and line graphs

Sample Item



Use the graph above.
Clark saved how many dollars?

A. $13
B. $15
C. $20
D. $25
E. $27

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

* Simple addition/subtraction
. Multiplication
. Division
. One or more steps commensurate with level of computation skill

Sample Item

If I had $5 I could pay all my debts and still have $3.50. How much in debt am I?

A. $3.50
B. $5.00
C. $2.00
D. $1.50
E. $4.00

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

. Number sequences
. Geometric sequences
* Attributes
* Reasoning skills
. Comparison
. Extend patterns

Sample Item

Who am I?

I am a number. I begin and end with the same numerals. I am an odd number.

A. 23

B. 33

C. 44

D. 45

E. none of these

Level 15: RIT Range 190-209

Goal 1: ADDITION OF WHOLE NUMBERS

Subgoal tested:

The student can add whole numbers.

* Two, three and four digit with regrouping, horizontal and vertical

Sample Item

8 + 326 + 91 + 575 + 44 = ☐

A. 945

B. 1,044

C. 1,144

D. 1,254

E. none of these

Goal 2: SUBTRACTION OF WHOLE NUMBERS

Subgoal tested:

The student can subtract whole numbers.

* Two, three and four digit with regrouping, horizontal and vertical

Sample Item

$$\begin{array}{r} 7025 \\ -\ \underline{2916} \end{array}$$

A. 9941

B. 5119

C. 4109

D. 5109

E. none of these

123

Goal 3: MULTIPLICATION OF WHOLE NUMBERS

The student can multiply whole numbers.

Subgoal tested:

. Two and three digit by one digit
* Two, three and four digit by two digit
. Two, three and four digit by three digit

Sample Item

$$\begin{array}{r} 209 \\ \times\ \underline{30} \end{array}$$

A. 239

B. 627

C. 6120

D. 870

E. none of these

Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

. Expanded notation
. Order of three-digit and four-digit numbers
. Rename numbers, two and three digit
. Read/write numerals to 10,000
* Round numbers
. Estimate sums
. Estimate differences

Sample Item

582 rounded to the nearest hundred is:

A. 400

B. 550

C. 590

D. 600

E. none of these

Goal 9: GEOMETRY

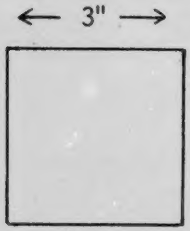
The student can use knowledge of geometry.

Subgoals tested:

* Find perimeter of figure with all dimensions given
. Recognize common two and three-dimensional figures
. Concept of area
. Parts of a circle
. Shapes and angles
. Congruent shapes

Sample Item

Find the perimeter of the square.



A. 3 inches
B. 6 inches
C. 9 inches
D. 12 inches
E. none of these

Goal 10: MEASUREMENT

The student can use knowledge of measurement.

Subgoals tested:

. Estimate length, English and metric
. Length in centimeters
. Time: addition/subtraction, hours and minutes
. Money: computation, making change
. Temperature: Celsius and Fahrenheit to nearest five degrees
. Capacity: common units, conversions
* Conversions within English systems
. Conversions within metric system
. Comparisons, English and metric

Sample Item

1 foot 4 inches equals:

A. 14 inches
B. 16 inches
C. 18 inches
D. 24 inches
E. none of these

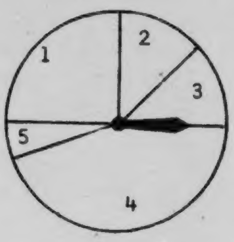
Goal 11: GRAPHS

The student can use graphs, statistics and probability.

Subgoals tested:

. Interpret bar and line graphs
. Interpret circle graphs
. Read charts and tables
* Probability of simple events

Sample Item



Where will the spinner stop least often?

A. at 5

B. at 4

C. at 3

D. at 2

E. at 1

- -

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

* Simple addition/subtraction
. Multiplication
. Division
* One or more steps commensurate with level of computation skill

Sample Item

13 cars
8 buses
7 trucks

How many cars and trucks?

A. 13

B. 21

C. 20

D. 28

E. none of these

131

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

- . Attributes
- * Reasoning skills
- . Comparison
- . Extension of patterns
- . Number and geometric patterns

Sample Item

How many ways can you make 12¢?
(One way is: 1 nickel and 7 pennies)

A. 5

B. 2

C. 1

D. 4

E. 6

MATH - Series A or C

Level 16: RIT Range 200-219

Goal 1: ADDITION OF WHOLE NUMBERS	Subgoal tested:
The student can add whole numbers.	* Two, three and four digit with regrouping, horizontal and vertical

Sample Item

$$\begin{array}{r} 608 \\ 429 \\ +\ \underline{977} \end{array}$$

A. 2,024

B. 2,004

C. 1,984

D. 2,005

E. none of these

Goal 2: SUBTRACTION OF WHOLE NUMBERS	Subgoal tested:
The student can subtract whole numbers.	* Three, four and five digit with regrouping, horizontal and vertical

Sample Item

$$\begin{array}{r} 50,834 \\ -\ \underline{7,956} \end{array}$$

A. 43,112

B. 42,888

C. 50,898

D. 32,888

E. none of these

133

Goal 3: MULTIPLICATION OF WHOLE NUMBERS

The student can multiply whole numbers.

Subgoal tested:

. Two, three and four digit by one digit
* Two, three and four digit by two digit
. Two, three and four digit by three digit

Sample Item

$$\begin{array}{r} 4{,}679 \\ \times \quad 58 \\ \hline \end{array}$$

A. 60,827

B. 271,362

C. 271,382

D. 275,382

E. none of these

Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

. Expanded notation
. Order of three-digit and four-digit numbers
. Rename numbers, two and three digit
* Reading/writing numerals through millions

Sample Item

Four million thirty thousand six equals

A. 40,030,060

B. 4,300,006

C. 4,003,006

D. 4,030,006

E. 4,3000,600

Goal 9: GEOMETRY

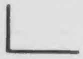
The student can use knowledge of geometry.

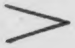
Subgoals tested:

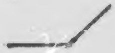
- Compare shapes and sizes
- Concept of area
- Parts of a circle
- * Shapes and angles
- Congruent shapes
- Find perimeter of figure with all dimensions given

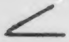
Sample Item

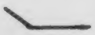
Which angle below is a right angle?

A. 

B. 

C. 

D. 

E. 

- -

Goal 10: MEASUREMENT

The student can use knowledge of measurement.

Subgoals tested:

- Length in centimeters
- Estimate length, English and metric
- Time: addition/subtraction, hours and minutes
- Money: computation, making change
- Temperature: Celsius and Fahrenheit to nearest five degrees
- * Conversions within English systems
- Conversions within metric system
- Comparisons, English and metric
- Select appropriate unit

Sample Item

Which is longest?

A. 80 centimeters
B. 30 meters
C. 20 kilometers
D. 5 meters
E. 30 millimeters

Math - Series A or C
Level 16: RIT Range 200-219
Continued

Goal 11: GRAPHS

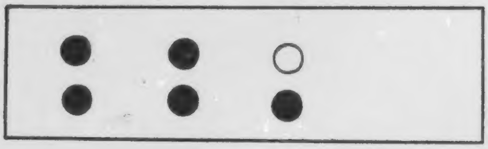
The student can use graphs, statistics and probability.

Subgoals tested:

. Interpret bar and line graphs
. Interpret circle graphs
* Probability of simple events

Sample Item

What is the probability of picking a black ball?



A. 1 out of 4
B. 1 out of 6
C. 5 out of 5
D. 5 out of 6
E. none of these

- -

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

* Simple addition/subtraction
. Multiplication
. Division
* One or more steps commensurate with level of computation skill

Sample Item

Dina is 4 years older than her brother Tim. Next year she will be 13 years old. How old is Tim now?

A. 17 years
B. 9 years
C. 8 years
D. 16 years
E. none of these

136

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

. Attributes
. Reasoning skills
. Comparison
* Extension of patterns
. Number and geometric patterns

Sample Item

What numbers fit in the blanks to continue the pattern?

6, 8, 11, 15, 20, ____, ____

A. 21, 22

B. 25, 30

C. 23, 27

D. 26, 33

E. 27, 32

MATH - Series A or C

Level 17: RIT Range 210-229

Goal 1: ADDITION OF WHOLE NUMBERS

The student can add whole numbers.

Subgoals tested:

- Two, three and four digit with regrouping, horizontal and vertical

Sample Item

3,365 + 223 + 2,969 =

A. 5,447

B. 6,457

C. 6,547

D. 6,557

E. none of these

- -

Goal 2: SUBTRACTION OF WHOLE NUMBERS

The student can subtract whole numbers.

Subgoal tested:

- Three, four and five digit, with regrouping, horizontal and vertical

Sample Item

43,657 - 38,789 =

A. 4,872

B. 4,876

C. 4,868

D. 14,868

E. none of these

133

Goal 3: MULTIPLICATION OF WHOLE NUMBERS

The student can multiply whole numbers.

Subgoals tested:

- . Two, three and four digit by two digit
- * Two, three and four digit by three digit

Sample Item

$$\begin{array}{r} 4,865 \\ \times \quad 734 \\ \hline \end{array}$$

A. 35,709,100

B. 3,570,910

C. 374,605

D. 505,960

E. none of these

Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

- . Round numbers
- . Read/write numerals through millions
- . Rename numbers, two, three and four digit
- . Common factors
- * Order of four digit numbers

Sample Item

Which set is ordered from smallest to largest?

A. 7056, 7065, 7605, 7506

B. 7605, 7506, 7065, 7056

C. 7065, 7056, 7506, 7605

D. 7056, 7065, 7506, 7605

E. none of these

Goal 9: GEOMETRY

The student can use knowledge of geometry.

Subgoals tested:

- . Find perimeter of figure
- . Shapes and angles
- . Concept of area
- * Area and volume

Sample Item

Which of these could be the volume of a rectangular box?

A. 12 square meters

B. 12 meters

C. 12 cubic meters

D. 12 grams

E. 12 centimeters

- -

Goal 10: MEASUREMENT

The student can use knowledge of measurement.

Subgoals tested:

- . Length in inches
- . Estimate length, English and metric
- . Time: add/subtract hours, minutes
- . Conversions within English systems
- . Conversions within metric and systems
- * Comparisons, English and metric
- . Angles to nearest degree

Sample Item

1 pound is closest to:

A. 1 gram

B. 2.2 centimeters

C. $\frac{1}{2}$ kilogram

D. 2.2 liters

E. 1 meter

140

Goal 11: GRAPHS

The student can use graphs, statistics and probability.

Subgoals tested:

. Interpret bar and line graphs
. Simple probability of event as a fraction
* Determine averages (means)

Sample Item

Harriet received grades of 78, 84, 95, 89 and 84 on her math tests. What was her average grade?

A. 92

B. 85

C. 88

D. 83

E. 86

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

. Multiplication
. Division
* Application of measurement/ computation knowledge and skills, more than one step.

Sample Item

How much do you save if you buy 5 pairs of socks for $10 instead of at their usual price of $2.95 each?

A. $ 5.00

B. $ 4.75

C. $ 7.05

D. $35.25

E. $14.75

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

- * Attributes
- . Comparison
- . Extension of patterns
- * Number sentences
- * Logic and reasoning

Sample Item

If x is less than 5, then x + 8 MUST be:

A. less than 8

B. less than 13

C. greater than 8

D. greater than 13

E. none of these

MATH - Series B or D

Level 13: RIT Range 170-189

Goal 1: ADDITION OF WHOLE NUMBERS

The student can add whole numbers.

Subgoal tested:

* Two and three digit, with regrouping, horizontal and vertical

Sample Item

$$\begin{array}{r} 422 \\ +\ \ 39 \\ \underline{143} \end{array}$$

A. 5,914

B. 604

C. 5,104

D. 605

E. 594

- -

Goal 2: SUBTRACTION OF WHOLE NUMBERS

The student can subtract whole numbers.

Subgoals tested:

* Two and three four digit without regrouping, horizontal and vertical

. Two and three digit with regrouping, horizontal and vertical

Sample Item

$$\begin{array}{r} 748 \\ -\ \underline{625} \end{array}$$

A. 1,373

B. 135

C. 133

D. 123

E. none of these

Math - Series B or D
Level 13: RIT Range 170-189
Continued

Goal 3: MULTIPLICATION OF WHOLE NUMBERS

The student can multiply whole numbers.

Subgoal tested:

- One, two and three digit by one digit

Sample Item

$8 \times 9 = \boxed{}$

A. 74

B. 81

C. 63

D. 64

E. 72

Goal 4: DIVISION OF WHOLE NUMBERS

The student can divide whole numbers.

Subgoals tested:

- Two digit divided, one digit divisor

Sample Item

$8\overline{)40}$

A. 6

B. 5

C. 10

D. 8

E. none of these

Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

. Order of numbers under ten
* More and less
. Grouping by tens and ones
* Order of three digit numbers
. Expanded notation
. Round numbers to nearest ten

Sample Item

One less than 870 is:

A. 770

B. 860

C. 869

D. 789

E. none of these

Goal 6: FRACTIONAL NUMBER NUMERATION

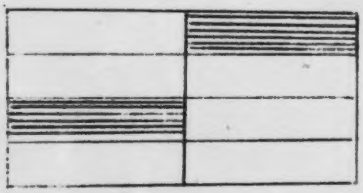
The student can order, compare, rename and represent fractional numbers (fractions, decimals and percents).

Subgoal tested:

* Picture to fraction

Sample Item

What part is ▤ ?



A. $\frac{2}{2}$

B. $\frac{1}{8}$

C. $\frac{2}{4}$

D. $\frac{1}{2}$

E. $\frac{2}{8}$

Math - Series B or D
Level 13: RIT Range 170-189
Continued

Goal 9: GEOMETRY

The student can use knowledge of geometry.

Subgoals tested:

* Recognize simple geometric shapes (square, triangle, circle, rectangle)
* Compare shapes, sizes
* Recognize common three-dimensional figures
. Find perimeter with all dimensions given

Sample Item

Which is NOT the shape of a circle?

A. ring

B. dime

C. wheel

D. cone

E. nickel

Goal 10: MEASUREMENT

The student can use knowledge of measurement.

Subgoals tested:

. Length in centimeters
. Estimate length, English and metric
. Time: minutes before and after the hour
* Money: counting, value of coins under $1
. Temperature: Celsius and Fahrenheit to nearest degree

Sample Item

1 quarter = ☐

A. two dimes

B. five nickels

C. fifteen pennies

D. four dimes

E. none of these

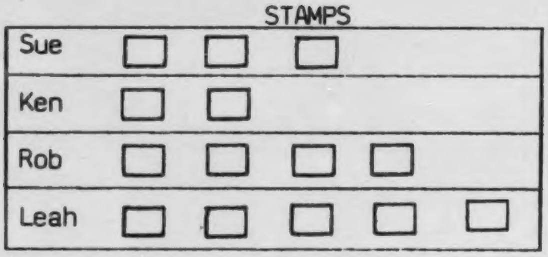
Goal 11: GRAPHS

The student can use graphs, statistics and probability.

Subgoals tested:

- * Count, compare from pictographs
- . Count, compare from bar graphs
- . Interpret bar and line graphs

Sample Item



How many stamps did the students have in all?

A. 14

B. 15

C. 10

D. 9

E. 5

- -

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

- * Simple addition/subtraction
- . Multiplication
- . Division
- * Application of measurement/ computation knowledge and skills, one step

Sample Item

Dana had 35 comic books. He gave away 12. How many comic books does he have left?

A. 35 + 12 = 47

B. 35 - 12 = 23

C. 35 - 12 = 33

D. 35 + 12 = 56

E. none of these

Math - Series B or D
Level 13: RIT Range 170-189
Continued

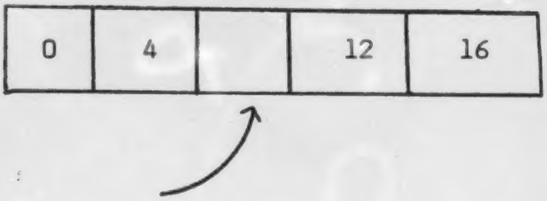
Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

- . Attributes
- . Reasoning skills
- . Comparison
- * Number and geometric patterns

Sample Item



A. 5

B. 6

C. 7

D. 8

E. 10

MATH - Series B or D

Level 14: RIT Range 180-189

Goal 1: ADDITION OF WHOLE NUMBERS

The student can add whole numbers.

Sample Item

$$\begin{array}{r} 534 \\ +\ \underline{256} \end{array}$$

A. 789

B. 790

C. 7,810

D. 780

E. none of these

Subgoal tested:

* Two, three and four digit, with regrouping, horizontal and vertical

---

Goal 2: SUBTRACTION OF WHOLE NUMBERS

The student can subtract whole numbers.

Sample Item

$$\begin{array}{r} 3{,}001 \\ -\ \underline{1{,}892} \end{array}$$

A. 2,891

B. 1,109

C. 2,119

D. 2,009

E. none of these

Subgoal tested:

* Two, three and four digit without regrouping, horizontal and vertical

Math - Series B or D
Level 14: RIT Range 180-189
Continued

Goal 3: MULTIPLICATION OF WHOLE NUMBERS

The student can multiply whole numbers.

Subgoal tested:

- * One, two and three digit by one digit

Sample Item

$$\begin{array}{r} 43 \\ \times \underline{\ \ 7} \end{array}$$

A. 281

B. 2,821

C. 304

D. 301

E. none of these

- -

Goal 4: DIVISION OF WHOLE NUMBERS

The student can divide whole numbers.

Subgoal tested:

- * One, two or three digit divided, one digit divisor

Sample Item

$$6 \div 6 = \boxed{}$$

A. 0

B. 1

C. 36

D. 12

E. 6

Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

. Order of two and three digit numbers
* Expanded notation
* Rename numbers, two and three digit
. Read/write numerals to 10,000

Sample Item

4 hundreds 3 tens equals:

A. 43

B. 34

C. 430

D. 403

E. 304

- -

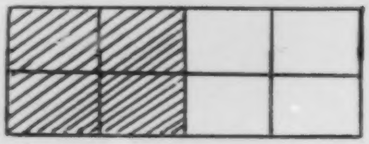
Goal 6: FRACTIONAL NUMBER NUMERATION

The student can order, compare, rename and represent fractional numbers (fractions, decimals and percents).

Subgoals tested:

* Picture to fraction
. Fraction to picture

Sample Item



A. $\frac{1}{4}$

B. $\frac{1}{2}$

C. $\frac{3}{4}$

D. $\frac{1}{3}$

E. $\frac{4}{5}$

Math - Series B or D
Level 14: RIT Range 180-189
Continued

Goal 8: COMPUTATION WITH DECIMALS AND PERCENT

The student can compute with decimals and percents.

Subgoal tested:

* Add/subtract decimals to hundredths

Sample Item

$$\begin{array}{r} 0.05 \\ +\ \underline{0.03} \end{array}$$

A. 0.8

B. 1.8

C. 8.0

D. 0.08

E. .80

- -

Goal 9: GEOMETRY

The student can use knowledge of geometry.

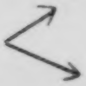
Subgoals tested:

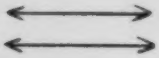
- Compare shapes, sizes
- Recognize common two-dimensional figures
- Find perimeter with all dimensions given
- Concept of area
- Parts of a circle
- Shapes and angles
- Recognize common three-dimensions figure

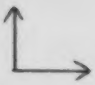
* Parallel and intersecting lines

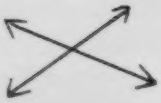
Sample Item

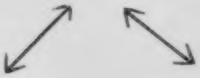
Which are parallel lines?

A.


B.


C.


D.


E.


Goal 10: MEASUREMENT

The student can use knowledge of measurement.

Subgoals tested:

- Length in centimeters
- Estimate length, English and metric
- Time: minutes before and after the hour
- * Money: counting, value of coins under $1
- Temperature: Celsius and Fahrenheit to nearest degree
- Capacity (English): common units, conversions
- * Mass: comparisons, conversions within metric system

Sample Item

Which weighs more?

A. 2 grams

B. 2 kilograms

C. 200 grams

D. 20 grams

E. 20 kilograms

Goal 11: GRAPHS

The student can use graphs, statistics and probability.

Subgoals tested:

- Count, compare from pictographs
- Interpret bar and line graphs
- * Read charts and tables
- Probability of event as a fraction

Sample Item

Game Schedule

	Mon	Tue	Wed	Thur	Fri
Room 1	-	2	5	3	4
Room 2	5	1	3	4	-
Room 3	4	-	2	1	5
Room 4	3	5	-	2	1
Room 5	2	4	1	-	3

When does Room 3 play Room 2?

A. Monday

B. Tuesday

C. Wednesday

D. Thursday

E. Friday

Math - Series B or D
Level 14: RIT Range 180-189
Continued

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

- . Simple addition/subtraction
- . Multiplication
- . Division
- * Application of measurement/computation knowledge and skills, one step

Sample Item

4 girls and 3 boys put away the gym equipment. They each put away 4 balls. How many balls did they put away, in all?

A. 19 balls

B. 11 balls

C. 28 balls

D. 25 balls

E. none of these

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

- . Reasoning skills
- . Comparison
- . Extend patterns
- * Number and geometric patterns
- . Number sentences

Sample Item

What number can you put in each box to make a TRUE sentence? (Remember, the number in the two boxes must be the same.)

$\boxed{\quad\quad} \times \boxed{\quad\quad} = 169$

A. 9

B. 10

C. 11

D. 12

E. 13

MATH - Series B or D

Level 15: RIT Range 190-209

NOTE: At this level, Goals 1 and 2 are not tested.

Goal 3: MULTIPLICATION OF WHOLE NUMBERS

The student can multiply whole numbers.

Subgoals tested:

- * Two, three and four digit by one digit
- . Two and three digit by two digit

Sample Item

$$\begin{array}{r} 6004 \\ \times \quad 7 \\ \hline \end{array}$$

A. 42,028

B. 4,228

C. 67,028

D. 6,011

E. none of these

Goal 4: DIVISION OF WHOLE NUMBERS

The student can divide whole numbers.

Subgoals tested:

- * Two and three digit divided, one digit divisor
- . Two digit dividend, two digit divisor

Sample Item

$$5\overline{)352}$$

A. 70 R 3

B. 70 R 2

C. 7 R 2

D. 65

E. none of these

Math - Series B or D
Level 15: RIT Range 190-209
Continued

Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

- * Expanded notation
- . Rename numbers, two and three digit
- * Read/write numerals through millions

Sample Item

In the numeral 5,463,210 the 4 stands for:

A. four thousand

B. four million

C. four hundred

D. forty thousand

E. four hundred thousand

Goal 6: FRACTIONAL NUMBER NUMERATION

The student can order, compare, rename and represent fractional numbers (fractions, decimals and percents).

Subgoals tested:

- . Picture to fraction
- . Fraction to picture
- * Compare and rename (fraction to fraction)

Sample Item

$$\frac{3}{5} = \frac{\boxed{}}{15}$$

A. 3

B. 6

C. 9

D. 12

E. 15

Goal 7: COMPUTATION WITH FRACTIONS

Subgoals tested:

* Add/subtract fractions
. Add mixed numbers, like denominators

Sample Item $\frac{5}{8} - \frac{3}{8} = \boxed{}$

A. $\frac{1}{8}$
B. $\frac{2}{8}$
C. $\frac{3}{8}$
D. $\frac{3}{5}$
E. $\frac{7}{8}$

Goal 8: COMPUTATION WITH DECIMALS AND PERCENT

Subgoal tested:

* Add/subtract decimals to thousandths

The student can compute with decimals and percents.

Sample Item

$20.36 - .04 = \boxed{}$

A. 20.40
B. 20.32
C. 16.36
D. 24.36
E. none of these

Math - Series B or D
Level 15: RIT Range 190-209
Continued

Goal 9: GEOMETRY

The student can use knowledge of geometry.

Subgoals tested:

- . Recognize common two-dimensional figures
- . Concept of area
- . Parts of a circle
- * Shapes and angles
- * Parallel and intersecting lines
- . Perimeter of polygons

Sample Item

Which object best shows a picture of an angle?

A. a pair of scissors
B. a jar
C. a milk bottle
D. a ball
E. none of these

Goal 10: MEASUREMENT

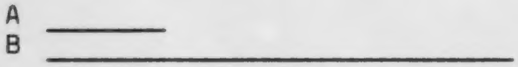
The student can use knowledge of measurement.

Subgoals tested:

- . Length in inches, centimeters
- . Estimate length
- . Time: minutes before and after the hour, addition/subtraction with hours and minutes
- * Money: counting
- . Capacity: common units, conversions
- * Mass: comparisons, conversions within metric system

Sample Item

Using line segment A as a unit, estimate the length of line segment B.



A. 2 units
B. 3 units
C. 4 units
D. 5 units
E. 6 units

Goal 11: GRAPHS

The student can use graphs, statistics and probability.

Subgoals tested:

. Interpret bar and line graphs
* Read charts and tables

Sample Item

From:	Cost of plane fare (in dollars)			
Blueville	----	100.00	200.00	300.00
Yellowport	100.00	----	400.00	300.00
Orangeton	200.00	400.00	----	100.00
Greenmont	300.00	300.00	100.00	----
To:	Blueville	Yellowport	Orangeton	Greenmont

How much does it cost to fly from Yellowport to Greenmont?

A. $100.00

B. $200.00

C. $300.00

D. $400.00

E. none of these

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

. Simple addition/subtraction
. Multiplication
. Division
* Application of measurement/ computation knowledge and skills, one step

Sample Item

How many boards 6 inches long can be cut from a board 3 feet long?

A. 3

B. 4

C. 6

D. 9

E. 12

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

* Extend patterns
* Number and geometric patterns
. Logic and reasoning
. Number sentences

Sample Item

Which numbers fit in the blanks to continue the pattern?

8, 9, 11, 14, 18, ____, ____

A. 20, 22

B. 22, 27

C. 23, 29

D. 23, 30

E. 19, 20

MATH - Series B or D

Level 16: RIT Range 200-219

NOTE: Goals 1 and 2 are not tested at this level.

Goal 3: MULTIPLICATION OF WHOLE NUMBERS

The student can multiply whole numbers.

Subgoal tested:

* Two, three and four digit by two digit

Sample Item

$$\begin{array}{r} 853 \\ \times\ \underline{25} \end{array}$$

A. 5,971

B. 21,325

C. 22,325

D. 878

E. 21,725

- -

Goal 4: DIVISION OF WHOLE NUMBERS

The student can divide whole numbers.

Subgoals tested:

. Two and three digit dividend, one digit divisor

* Two, three and four digit dividend, two digit divisor, with and without remainders

Sample Item

$$13\,\overline{)236}$$

A. 18 R2

B. 16 R8

C. 18

D. 12

E. none of these

Goal 5: WHOLE NUMBER NUMERATION

The student can multiply whole numbers.

Subgoals tested:

- . Order of three digit numbers
- * Expanded notation
- * Rename numbers, two and three digit
- . Read/write numerals through millions

Sample Item

6×10^3 equals

A. 60
B. 180
C. 600
D. 1,800
E. 6,000

Goal 6: FRACTIONAL NUMBER NUMERATION

The student can order, compare, rename and represent fractional numbers (fractions, decimals and percents).

Subgoals tested:

- . Picture to fraction
- * Compare and rename fractions to fractions

Sample Item

Which is smallest?

A. $\frac{1}{2}$
B. $\frac{1}{3}$
C. $\frac{1}{4}$
D. $\frac{1}{8}$
E. $\frac{1}{12}$

162

Goal 7: COMPUTATION WITH FRACTIONS

The student can compute with fractions.

Subgoals tested:

- * Add/subtract fractions
- . Add mixed numbers, like denomination
- . Subtract mixed numbers, like denomination
- . Read/write numerals to 10,000

Sample Item

$$\frac{9}{16} - \frac{3}{16} = \square$$

A. $\frac{6}{0}$

B. $\frac{6}{16}$

C. $\frac{3}{4}$

D. $\frac{1}{6}$

E. $\frac{12}{16}$

Goal 8: COMPUTATION WITH DECIMALS AND PERCENT

The student can compute with decimals and percents.

Subgoals tested:

- . Add/subtract decimals to hundreds
- * Add/subtract/multiply decimals to thousandths

Sample Item

$$80.733 - 10.4 = \square$$

A. 70.433

B. 80.631

C. 80.629

D. 70.629

E. 70.333

Math - Series B or D
Level 16: RIT Range 200-219
Continued

Goal 9: GEOMETRY

The student can use knowledge of of geometry.

Subgoals tested:

- Recognize common shapes, figures
- Concept of area
- Parts of a circle
- Shapes and angles
- Parallel and intersecting lines
- * Perimeter of polygons

Sample Item

The formula for the perimeter of a square is P = 4s. Find the perimeter of a square if one side is 6 inches long.

A. 36"
B. 24"
C. 12"
D. 10"
E. 16"

Goal 10: MEASUREMENT

The student can use knowledge of measurement.

Subgoals tested:

- Length in inches, in centimeters
- Estimate length, English and metric
- Compare lengths, English and metric
- Time: addition/subtraction, hours and minutes
- Capacity: common units, conversions
- Conversions within metric systems
- * Select appropriate unit

Sample Item

Which is the best for measuring the distance between two towns?

A. millimeter
B. kilometer
C. centimeter
D. meter
E. acre

Goal 11: GRAPHS

The student can use graphs, statistics and probability.

Subgoals tested:

. Interpret bar and line graphs
. Read charts and tables
. Probability of simple events
* Determine averages (means)

Sample Item

(4, 6, 7, 8, 10)

What is the mean (average) of the five numbers?

A. 6

B. 35

C. 7

D. 8

E. 7

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

. Multiplication
* Division
. Estimating
* Application of measurement/ computation knowledge and skills, one or more steps

Sample Item

Mrs. Barnes drove her car 260 miles on 13 gallons of gas. How many miles per gallon did her car average?

A. 2 mpg

B. 20 mpg

C. 30 mpg

D. 50 mpg

E. none of these

Math - Series B or D
Level 16: RIT Range 200-219
Continued

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

. Comparison
. Extend patterns
. Number and geometric patterns
* Logic and reasoning
. Number sentences
* Properties of operations

Sample Item

If $a + 4 = b$ and $4 + c = b$, then

A. a equals c

B. a is less than c

C. a is greater than c

D. there is not enough information to determine the relation between a and c

E. none of these is true

MATH - Series B or D

Level 17: RIT Range 210-229

NOTE: At this level, Goals 1 and 2 are not tested.

Goal 3: MULTIPLICATION OF WHOLE NUMBERS

The student can multiply whole numbers.

Subgoals tested:

. Two, three and four digit by one digit

* Two, three and four digit by three digit

Sample Item

$$\begin{array}{r} 502 \\ \times\ \underline{670} \end{array}$$

A. 65,260

B. 34,840

C. 336,842

D. 336,340

E. none of these

Goal 4: DIVISION OF WHOLE NUMBERS

The student can divide whole numbers.

Subgoals tested:

. Three and four digit dividend, two digit divisor

* Three and four dividend, one and two digit divisor, with remainder

Sample Item

$$56\overline{)473}$$

A. 80

B. 8 R 25

C. 9 R 171

D. 8.25

E. none of these

Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

- . Expanded notation
- . Rename numbers
- . Read/write numerals through millions
- * Order numbers with exponents
- . Round numbers
- . Common factors

Sample Item

Which of these is the largest?

A. 10^4

B. 5^3

C. 3^4

D. 10^2

E. 20^2

- -

Goal 6: FRACTIONAL NUMBER NUMERATION

The student can order, compare, rename and represent fractional numbers (fractions, decimals and percents).

Subgoals tested:

- . Order, compare, rename fractions to hundredths
- . Order, compare, represent decimals to hundredths
- * Rename fraction as decimal, to hundredths
- . Place value to right of decimal point

Sample Item

$\frac{3}{4}$ equals

A. .34

B. .25

C. .75

D. .85

E. none of these

Goal 7: COMPUTATION WITH FRACTIONS

Subgoals tested:

- . Add/subtract fractions
- . Add/subtract mixed numbers, like denominators
- . Add/subtract mixed numbers, unlike denominators
- * Multiply mixed numbers, like and unlike denominators

Sample Item

$\frac{2}{7} \times 1\frac{3}{5} =$

A. $\frac{2}{7} \times \frac{4}{5}$

B. $\frac{2}{7} \times \frac{5}{8}$

C. $\frac{2}{7} \times \frac{8}{5}$

D. $\frac{7}{2} \times \frac{8}{5}$

E. $\frac{2}{7} \times \frac{3}{5}$

Goal 8: COMPUTATION WITH DECIMALS AND PERCENT

The student can compute with decimals and percents.

Subgoal tested:

- . Add/subtract decimals to hundredths
- * Add/subtract/multiply decimals to thousandths
- . Divide with decimals
- . Estimate computations, mixed decimals

Sample Item

$3.07 + .4 + 3.2 + .005 = \boxed{}$

A. 10.275

B. 3.84

C. 3.795

D. 6.135

E. 6.675

Math - Series B or D
Level 17: RIT Range 210-229
Continued

Goal 9: GEOMETRY

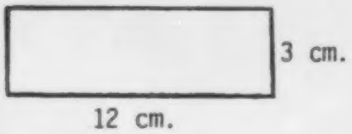
The student can use knowledge of geometry.

Subgoals tested:

. Recognize common shapes, figures
. Parts of a circle
. Perimeter of polygons
* Area and volume
. Angle classification
. Parallel and intersecting lines
. Congruent figures

Sample Item

Find the area of the rectangle.



A. 30 sq. cm.
B. 360 sq. cm.
C. 36 sq. cm.
D. 24 sq. cm.
E. 15 sq. cm.

Goal 10: MEASUREMENT

The student can use knowledge of measurement.

Subgoals tested:

. Estimate length, English and metric
. Length in inches, in centimeters
. Length: comparison of English and metric, conversion within metric system, conversion within English system
. Angles to nearest 5°
* Time: addition/subtraction, hours and minutes
. Weight: English units, conversions

Sample Item

5 hours, 20 minutes
- 2 hours, 35 minutes

A. 3 hrs. 15 min.
B. 2 hrs. 95 min.
C. 3 hrs. 55 min.
D. 2 hrs. 55 min.
E. none of these

Goal 11: GRAPHS

The student can use graphs, statistics and probability.

Subgoals tested:

- Interpret bar and line graphs
- Interpret circle graph
- * Read charts and tables
- Determine average (mean)
- Probability of simple events, as a fraction

Sample Item

Expenditures of a business for 1974 - 1978

Year	Expenditures (x = $500 Thousand)
1974	x x x x x x x x x x x x
1975	x x x x x x x x x x x x x x x
1976	x x x x x x x x x x x x x x
1977	x x x x x x x x x x x x x x x x
1978	x x x x x x x x x x x x x x x x x

According to the above chart, for which year did expenditures decrease from the prior year?

A. 1974

B. 1975

C. 1976

D. 1977

E. 1978

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

. Estimating
. Multiplication
. Division
* Application of measurement/ computation knowledge and skills, more than one step

Sample Item

A walker walks $6\frac{1}{2}$ miles in $1\frac{1}{2}$ hours.
At the same rate, how far would he walk in 6 hours?

A. $7\frac{1}{2}$ miles

B. $19\frac{1}{2}$ miles

C. 24 miles

D. 26 miles

E. 39 miles

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

* Extend patterns
* Number and geometric patterns
. Properties of operations
* Logic and reasoning
. Number sentences

Sample Item

Ann drew lines around 3 rows and 3 columns of the month of September on a calendar. The upper left hand corner was the 4th of the month. What date was in the lower right hand corner?

September

Wed	Thur	Fri
4	.	.
.	.	.
.	.	?

A. 12

B. 15

C. 20

D. 21

E. 30

MATH - Series B or D

Level 18: RIT Range 220-239

NOTE: Goals 1 and 2 are not tested at this level.

Goal 3: MULTIPLICATION OF WHOLE NUMBERS

The student can multiply whole numbers.

Subgoal tested:

* Two, three and four digit by two digit

Sample Item

$$\begin{array}{r} 8673 \\ \times\ \ 709 \\ \hline \end{array}$$

A. 685,167

B. 6,149,157

C. 6,149,154

D. 610,491,570

E. none of these

- -

Goal 4: DIVISION OF WHOLE NUMBERS

The student can divide whole numbers.

Subgoals tested:

. Three and four digit dividend, one and two digit divisors, with remainders

* Four and five digit dividends, two and three digit divisors, with remainders

Sample Item

74185 ÷ 37 = ☐

A. 2500

B. 2005

C. 205

D. 25

E. none of these

Math - Series B or D
Level 18: RIT Range 220-239
Continued

Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

- * Numeration through millions
- Round numbers
- Estimate sums, differences
- Order numbers with exponents
- Rename, including scientific notation
- Common factors

Sample Item

In the numeral $5\underset{\substack{\uparrow\\ a}}{3}6{,}7\underset{\substack{\uparrow\\ b}}{3}2$ the

3 at "a" is how many times as large as the 3 at "b"?

A. 10

B. 100

C. 1,000

D. 10,000

E. none of these

Goal 6: FRACTIONAL NUMBER NUMERATION

The student can order, compare, rename and represent fractional numbers (fractions, decimals and percents).

Subgoals tested:

- Order, compare, rename, represent fractions to hundredths
- Order, compare, rename, represent decimals to thousandths
- Rename fraction as decimal, to thousandths
- * Ratios, percents

Sample Item

40% equals

A. .04

B. .004

C. $\frac{2}{5}$

D. $\frac{3}{5}$

E. $\frac{4}{5}$

Goal 7: COMPUTATION WITH FRACTIONS

Subgoals tested:

- . Add/subtract fractions
- . Add subtract mixed numbers, like denominators
- . Add/subtract mixed numbers, unlike denominators
- * Multiply mixed numbers, like and unlike denominators

Sample Item

$2\frac{2}{3} \times 3\frac{7}{8} =$

A. $\frac{93}{64}$

B. $9\frac{5}{8}$

C. $6\frac{14}{24}$

D. $10\frac{1}{3}$

E. none of these

Goal 8: COMPUTATION WITH DECIMALS AND PERCENT

The student can compute with decimals and percents.

Subgoals tested:

- . Add/subtract decimals to thousandths
- . Multiply decimals to thousandths
- * Add/subtract/multiply percents
- . Divide with decimals and percents
- . Estimate sums, differences with decimals and percents

Sample Item

7% of 91 = ☐

A. 13

B. 6.37

C. 637

D. 63.7

E. none of these

Math - Series B or D
Level 18: RIT Range 220-239
Continued

Goal 9: GEOMETRY

The student can use knowledge of geometry.

Subgoals tested:

- . Recognize common shapes, figures
- . Parts of a circle
- . Shapes and angles
- . Congruent shapes, figures
- . Parallel and perpendicular lines
- . Perimeter of polygons
- * Area and volume
- . Lines, line segments, angles
- . Congruent and similar figures

Sample Item

If each side of a rectangle is doubled, the area will be

A. 8 times greater

B. 4 times greater

C. 2 times greater

D. 4 greater

E. 2 greater

Goal 10: MEASUREMENT

The student can use knowledge of measurement.

Subgoals tested:

- * Length: conversions within English and metric systems, computations
- . Capacity: common units, conversions
- . Angle: to nearest degree and estimation

Sample Item

2.4 kilometer = ☐

A. 240 meters

B. 2400 meters

C. 2.4 meters

D. .24 meters

E. 24 meters

Goal 11: GRAPHS

The student can use graphs, statistics and probability.

Subgoals tested:

- Interpret line and bar graphs
- Interpret circle graphs
- Read charts and tables
- Probability of simple event as a fraction
- * Determine average (mean)

Sample Item

Find the average of 34, 56, 63, and 75.

A. 57

B. 229

C. 55.75

D. 32

E. none of these

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

- One or more step, factors, percent
- * Application of measurement/ computation knowledge and skills, more than one step

Sample Item

Ken had $150 in the bank. He withdrew one-third of the money, then went back later and withdrew one-fourth of what was left. What was his balance in the bank?

A. $25

B. $50

C. $75

D. $100

E. none of these

Math - Series B or D
Level 18: RIT Range 220-239
Continued

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

. Extend patterns
. Number and geometric patterns
* Properties of operations
. Logic and reasoning
. Number sentences

Sample Item

Which statement below is NOT always true for whole numbers?

A. $a \times b = b \times a$

B. $a \times 0 = 0$

C. $a + b = b + a$

D. $a - b = b - a$

E. $3 \times a = a + a + a$

MATH - Series B or D

Level 19: RIT Range 230-249

NOTE: Goals 1, 2 and 3 are not tested at this level.

Goal 4: DIVISION OF WHOLE NUMBERS

The student can divide whole numbers.

Subgoals tested:

* Four and five digit dividends, two and three digit divisors, with and without remainders

Sample Item

$376\,\overline{)68{,}735}$

A. 183 R 167

B. 209 R 51

C. 192 R 6543

D. 182 R 303

E. none of these

- -

Goal 5: WHOLE NUMBER NUMERATION

The student can order, compare, rename and represent whole numbers.

Subgoals tested:

. Estimating sums, differences
. Numeration through millions
* Expanded notation with exponents
. Round numbers
. Order numbers with exponents
. Rename numbers including scientific notation
. Common factors

Sample Item

68,000 equals

A. 6.8×10^2

B. 6.8×10^3

C. 6.8×10^4

D. 6.8×10^5

E. none of these

Goal 6: FRACTIONAL NUMBER NUMERATION

The student can order, compare, rename and represent fractional numbers (fractions, decimals and percents).

Subgoals tested:

- . Order, compare, rename, represent fractions and decimals to thousandths
- . Ratio and percents
- * Fractions to decimals to percents
- . Place value to right of decimal point
- . Estimate with fractions, decimals, percents

Sample Item

The numeral $7\frac{3}{5}$ written in decimal form is:

A. 7.3

B. 7.35

C. 7.6

D. 7.5

E. none of these

- -

Goal 7: COMPUTATION WITH FRACTIONS

The student can compute with fractions.

Subgoals tested:

- . Add/subtract mixed numbers, like and unlike denominators
- . Multiply mixed numbers, like and unlike denominators
- * Divide mixed numbers, like and unlike denomination

Sample Item

$3\frac{3}{4} \div 4\frac{3}{8} =$

A. $\frac{525}{32}$

B. $\frac{7}{6}$

C. $\frac{6}{7}$

D. $12\frac{9}{32}$

E. none of these

180

Goal 8: COMPUTATIONAL WITH DECIMALS AND PERCENT

The student can compute with decimals and percents.

Subgoals tested:

. Add/subtract/multiply decimals to thousandths
. Add/subtract/multiply percents
* Divide with decimals and percents
. Estimate computations, mixed decimals and percents

Sample Item

What percent of 400 is 80?

A. 5%

B. 32%

C. 20%

D. 500%

E. none of these

Goal 9: GEOMETRY

The student can use knowledge of of geometry.

Subgoals tested:

. Recognize common shapes, figures
* Area and volume
. Parallel and perpendicular lines
. Perimeter of polygons
. Congruent and similar figures
. Lines, line segments, angles

Sample Item

The formula for finding the area of a triangle is $A = \frac{1}{2} \times \text{base} \times \text{height}$. Find the area of a triangle of the base is 6 inches and the height is 8 inches.

A. 48 sq. inches

B. 24 sq. inches

C. 12 sq. inches

D. 7 sq. inches

E. none of these

Goal 10: MEASUREMENT

The student can use knowledge of measurement.

Subgoals tested:

- * Length: English and metric, computation and conversions within system
- . Capacity: computation and conversion
- . Angle: to nearest degree, and estimation
- . Operations on units of measurement

Sample Item

8.7 centimeters = ☐ millimeters

A. .87

B. .087

C. 87

D. 870

E. none of these

Goal 11: GRAPHS

The student can use graphs, statistics and probability.

Subgoals tested:

- . Interpret line and bar graphs
- . Interpret circle graphs
- . Read charts and tables
- * Probability of simple event as a fraction
- . Determine average (mean)

Sample Item

Seven blue, six red, five yellow and two pink slips of paper are mixed in a bowl. The chances that the first slip drawn at random will be PINK are given by which of the expressions below?

A. $\frac{2}{7 + 6 + 5 + 2}$

B. $\frac{1}{7 + 6 + 5}$

C. $\frac{2}{7 + 6 + 5 + 1}$

D. $\frac{1}{7 + 6 + 5 + 2}$

E. none of these

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

- More than one step, factors, percent
- * Application of measurement/computation knowledge and skills, one or more steps
- Estimation

Sample Item

Diane is paid $8.50 an hour, and time-and-a-half for overtime (above 40 hours per week). If she worked 45 hours last week, how much did she earn?

A. $63.75

B. $363.75

C. $573.75

D. $403.75

E. none of these

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

- Extension of patterns
- Number and geometric patterns
- Properties of operations
- Logic and reasoning
- * Number sentences
- Operations on integers

Sample Item

To make $\frac{x}{6} - 3\frac{1}{6} = 12$ TRUE, $x = \square$

A. $15\frac{1}{6}$

B. $8\frac{5}{6}$

C. 19

D. 90

E. 91

MATH - Series B or D

Level 20: RIT Range 240-259

NOTE: Goals 1, 2, 3 and 4 are not tested at this level.

Goal 5: WHOLE NUMBER NUMERATION

The student can multiply whole numbers.

Subgoals tested:

. Numeration through millions
. Estimate sums, differences
. Round numbers
* Order numbers with exponents
. Rename, including scientific notations
. Common factor
. Prime factors

Sample Item

Which of these numbers is the largest?

8^4, 4^6, 25^3, 11^4, 10^5

A. 8^4

B. 4^6

C. 25^3

D. 11^4

E. 10^5

- -

Goal 6: FRACTIONAL NUMBER NUMERATION

The student can order, compare, rename and represent fractional numbers (fractions, decimals and percents).

Subgoals tested:

* Order, compare, rename, represent fractions and decimals to thousandths
. Ratios, percents, proportion
. Fractions to decimals to percents
* Place value to right of decimal point
. Scientific notation, exponents

Sample Item

*   #
In the number 777.777, the value of the 7 below the #
is what fraction of the 7 below the *?

A. $\frac{1}{7}$

B. $\frac{1}{700}$

C. $\frac{1}{7000}$

D. $\frac{1}{10}$

E. $\frac{1}{1000}$

Goal 7: COMPUTATION WITH FRACTIONS

The student can compute with fractions.

Subgoals tested:

. Add/subtract mixed numbers, unlike denominators
. Multiply mixed numbers, unlike denominators
. Divide mixed numbers, unlike denominators

Sample Item

$3\frac{3}{4} \div 4\frac{3}{8} =$

A. $\frac{525}{32}$

B. $\frac{7}{6}$

C. $\frac{6}{7}$

D. $12\frac{9}{32}$

E. none of these

Goal 8: COMPUTATION WITH DECIMALS AND PERCENT

The student can compute with decimals and percents.

Subgoals tested:

. Add/subtract/multiply decimals to thousandths
. Add/subtract/multiply percents
* Divide with decimals and percents
. Estimate computations, mixed decimals and percents

Sample Item

15 is what % of 75?

A. $\frac{15}{75}$ %

B. 5%

C. 15%

D. 20%

E. 30%

Math - Series B or D
Level 20: RIT Range 240-259
Continued

Goal 9: GEOMETRY

The student can use knowledge of of geometry.

Subgoals tested:

. Perimeter of polygons
* Area and volume
. Parallel and perpendicular lines
. Congruent and similar figures
. Line, line segments, angles

Sample Item

The area of a square region is 196 units. How long is each side?

A. 14 units

B. 49 units

C. $65\frac{1}{3}$ units

D. 12 units

E. none of these

Goal 10: MEASUREMENT

The student can use knowledge of measurement.

Subgoals tested:

* Length: English and metric comparisons, computation, conversion within systems
. Capacity: conversion, computation
. Angles: estimate size

Sample Item

2 cubic feet equals

A. 24 cubic in.

B. 1728 cubic in.

C. 3456 cubic in.

D. 72 cubic in.

E. none of these

Goal 11: GRAPHS

The student can use graphs, statistics and probability.

Subgoals tested:

- . Interpret circle graphs
- . Read charts and tables
- . Probability of event as a fraction
- * Determine average (mean)

Sample Item

In 4 games, Cindy had 7 hits in 13 times at bat. What was her batting average?

A. .538

B. .364

C. .109

D. .800

E. none of these

Goal 12: WORD PROBLEMS

The student can solve story (word) problems.

Subgoals tested:

- . More than one step, factors, percent
- * Application of measurement/computation knowledge and skills, more than one steps

Sample Item

On a map $\frac{1}{4}$ inch represents an actual distance of 75 miles. The distance between two towns on the map is $1\frac{1}{8}$ inches. The two towns are how many miles apart?

A. 675 miles

B. 600 miles

C. 337.5 miles

D. 300 miles

E. 168.5 miles

Math - Series B or D
Level 2C: RIT Range 240-259
Continued

Goal 13: PROBLEM SOLVING

The student can use strategies and processes of problem solving.

Subgoals tested:

- . Extension of patterns
- * Number and geometric patterns
- * Properties of operations
- . Logic and reasoning
- * Number sentences
- . Operations on integers

Sample Item

If $\triangle$, $\square$, and $\bigcirc$ represent numbers and

$$\triangle \times \square + \bigcirc \times \square = (\triangle + \bigcirc) \times \square$$

then which of the following is an example of the above?

A. $(3\frac{11}{17} \times 9\frac{21}{43}) + (42\frac{115}{279}) = 3\frac{11}{17} + 9\frac{21}{43} + 42\frac{115}{279}$

B. $(3\frac{11}{17} \times 9\frac{21}{43}) + (42\frac{115}{279} \times 9\frac{21}{43}) = (3\frac{11}{17} + 42\frac{115}{279}) \times 9\frac{21}{43}$

C. $3\frac{11}{17} + 9\frac{21}{43} + 42\frac{115}{279} = (3\frac{11}{17} + 42\frac{115}{279} \times 9\frac{21}{43}$

D. $3\frac{11}{17} \times 9\frac{21}{43} \times 42\frac{115}{279} = (3\frac{11}{17} + 42\frac{115}{279}) \times 9\frac{21}{43}$

E. none of these